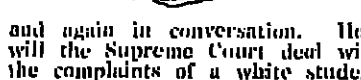
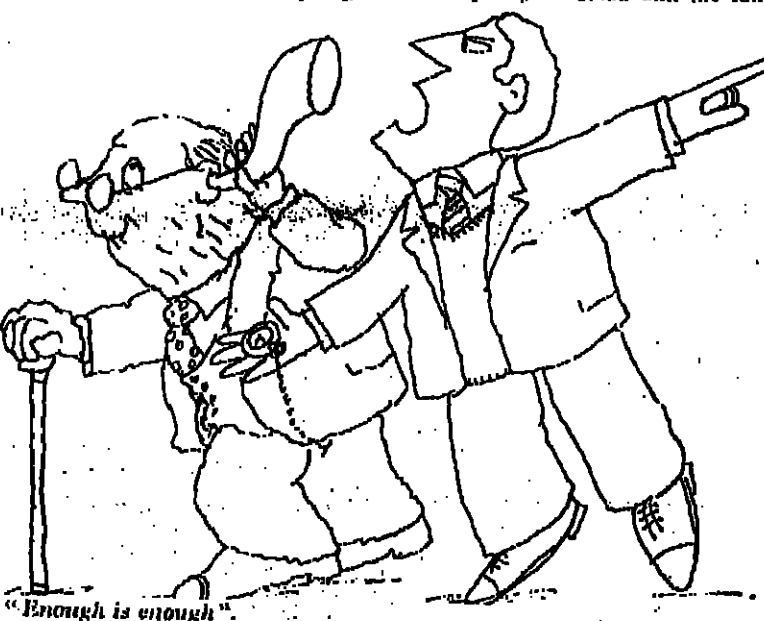


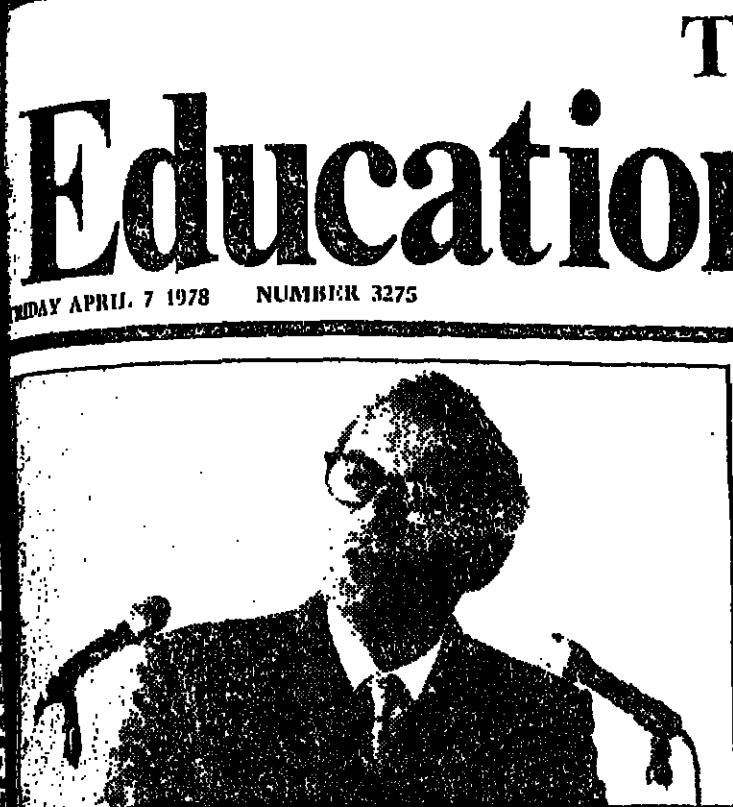
Jensen has chosen to discuss and comment on the evidence that IQ levels among black Americans are lower than those among white and to link this up with his general theoretical position on genetic inheritance. This alone, in the eyes of his less thoughtful critics, is enough to brand him as a racist. But, as he says, doctors discuss and comment on different blood pressure levels between blacks and whites without this turning them



He also insists that any generalizations he makes are generalizations about groups, not individuals and are certainly not made to discriminate against individuals. But, as he points out, a "fairly antiracist philosophy is, of course, two-edged." And this is where racism and anti-racism collide: how much positive discrimination can you have without discrimination? "I don't know," he says. "This seems to be a recurring issue for a victor at the present time." The Bulke case comes up again.



As Martin Trow sees it, ethnicity is voluntary, race is compulsory. An Italian-American can be as much or as little a member of his ethnic group as he cares to be. But someone who is designated a member of a racial group has no option, the designation carries compulsory status.



Schools Council set to oversee common exam standards

Harold Stevens
New powers for the Schools Council
is waiting for a common system
of schools, if plans for schools
a dozen examining units and
involve upon a central authority
which could take responsibility, for
example, for comparability.

By the time the committee reports, the Schools Council will have completed its structural survey, which gives consumers a voice in shaping council policy. Its new chairman, Mr John Gifford, chief education officer for the council, says that the new secretary will probably have taken over by now. Mr Gifford, who has been appointed as the chief executive.

On a hiding to nothing

Nobody can tell whether the teachers got a better deal by putting pressure on pupils and their families than by arbitration. But certainly—if the mood of the NUT and NAS-UWT conferences are anything to go by—it was all a great deal more fun and gave union leaderships a lot more to crow about. Everyone wants to believe that sanctions have been highly successful on pay, as they have been against local authorities which made staffing cuts. But at what cost?

Anyone who takes doubts about the long-term effect of industrial action by teachers can expect the scorn of the not so hard men. Strikes and go-slows and non-cooperations are now symbolic of virility, badges of the teacher as trade unionist and the teachers' unions as members of the TUC. They optimize the new ideal of the trade-unionized profession which wears crocodile tears

and waxes eloquent about education would be for the public to become cynical about teachers: to come to regard them as no different from—no more scrupulous than—any other group of wage and salary earners.

Teachers' union leaders are in a dilemma. They see their task to be that of defending the schools and campaigning for more resources. As they campaign for more resources—more money and staff—they dwell on the shortcomings of the present situation, joining their voices to other, less sophisticated criers of stinking fish, who cannot accept that there should be failures in basic education when the education bill runs to billions. There is a much better chance of getting public funds to support success than failure. Talk about low teacher morale and a new mood of militancy doesn't suggest an education service on the way up

"The Carutakuy is concerned that the cleaner is using furniture polish on the thermoplastic tiled floor." He says he has slipped two or three times on it. He has asked me to ask you to write him a letter saying that someone has slipped on the floor in question, suggesting that the floor polish is changed to reduce the risk to those using the room. He can then show the letter to the cleaner and she will then change the polish." -Memo to the principal of an Institute of

A crossword puzzle grid is shown, consisting of a 10x10 square of cells. Some cells are black, and others are white. Numbers are placed in the top-left corner of the starting squares for each word. The numbers are: 1 (top row, 1st square), 2 (top row, 2nd square), 3 (top row, 3rd square), 4 (top row, 4th square), 5 (top row, 5th square), 6 (top row, 6th square), 7 (top row, 7th square), 8 (top row, 8th square), 9 (top row, 9th square), 10 (top row, 10th square), 11 (top row, 11th square), 12 (top row, 12th square), 13 (top row, 13th square), 14 (top row, 14th square), 15 (top row, 15th square), 16 (top row, 16th square), 17 (top row, 17th square), 18 (top row, 18th square), 19 (top row, 19th square), 20 (top row, 20th square).

Across

1 Sounds like a speed enclosed, as one would expect (6)

4 Farcical petty officer (6)

8 Thieves try to crush non-cooperative receiver ? (3, 2, 3, 5)

10 A human commitment (5)

11 And 'bout it (7)

12 Should be taken before taking (4, 7)

16 He pointed a picture of (7)

17 In which a not seen a professional (7)

18 Minimum ridge" (5)

19 Available to and stare (2)

20 Do "read him loved (6)

- 1 Constabulary cuppa (6).
- 2 Here we patter for monarch (5, 3, 5).
- 3 Bulling' (5).
- 5 Find fee for office (7).
- 6 No doubt be indicates when and how to put one's foot down (7, 6).

[illegible]

It is rare to be able to make a slam in four different denominations, rarer still when one of them is a suit which both opponents have bid freely and unconventionally, and rarest of all to get a top score after two serious bidding errors. But this is what happened to me last week when I picked up the biggest hand I can remember.

Playing with an unfamiliar partner in a friendly rubber, vulnerable against non-vulnerable opponents, I dealt myself

♠ 4 ♣ A K J 6
♥ 7 6 5 4 3 2 ♦ A K Q

I opened 2 clubs and my left-hand opponent bid 2 diamonds. Partner bid 2 hearts and my right-hand opponent 3 diamonds. Which caused my first error: Not certain that we could make a slam, I decided after a long pause to take the safe route and doubled. My partner bid 4 diamonds for location, and two Blackwood bids told me he had the AK of hearts.

I still didn't like the grand slam: In hearts we might be missing the queen; and in spades there might be some problems for setting up a long trumps play. I therefore settled provisionally for 6 NT. To my astonishment East doubled, and it was not hard for me to redouble. Surely my partner's 5-card majors would make in for a minimum of 12 tricks? Here is the full deal:

J 10 P 5 2 ♠ 6 4
 A K 8 0 3 ♠ Q 10 9
 4 3 ♠ 8 7 2
 3 ♠ J 10 6
 8 7 3 ♠ A K Q
 7 6 2 ♠ J 4
 10 0 ♠ A K J 6
 0 8 7 4 2 ♠ A K C

West led a small heart—his partner's double can only have been for a lead of the suit first bid by dummy—and again it was not hard

to see that East had been blinding not unreasonably, whereas West had been, for want of a better word, consuming. The referee held out only the heart queen, but surely the diamond queen as well, and the hand was one of those cases where the finesse was right. I didn't need to take it!

Sure enough, after one heart trick, three trumps, one diamond trick and only 3 spades, and back into dummy with the second heart trick, I led out the J-10 of spades, squeezing East in the red suits. Discarding a heart from me, and with only two hearts left, he either had to fiddle with the heart queen or bare the diamond queen.

The post-mortem revealed that N-S can make 7 NT, 7 spades, 6 hearts. They can also make 6 diamonds, even if played by E-W! Although 3 diamonds doubled is a poor contract for E-W, they lose 300 or 400. If they lose a trump—the hand does illustrate the danger of intervention for its own

recommended, was not entirely reasonable. His heart appeared well-placed from the ding, his club suit had some and if his partner had held a declarer might be in trouble. You can't argue with a score of 2,660.

Later in the evening the romantic West took his revenge, with a beautifully played

West opened one spade
doubled the eventual contract.
spades. North led the 10 of
dummy's jack won, and
returned to his hand a trick
of hearts. He then led a tr
covered North's jack. West
dummy's ace. I was now
of taking two trump tricks,
performed a lovely vanishing
played K-A of diamonds as
mound ruff, then three tr
clubs ending in dummy in t
trick —

♣ A 5 4 ♠ A
♦ J 7 ♣ Q 10 9 8
I had to ruff the ace
and when West under-
me to one trick only.

John

Waddell Committee will make specific recommendations for the regrouping of examinations. There are expected to be three or six units each year in a GCE board. In the year (as reported in 1985) the committee was asked to study the

to the TIS recently announced was insistent that the Government must itself sort out competing vested interests before this new overall management of the GCE boards arrangement is crucial to the plan to achieve public confidence. They are likely to be the establishment of half

control and moderation of mode 3 examinations are stringent.

It is, however, possible that the CSE boards, for all their disapproval of what might be termed the GCE takeover, and a loss of local control would be prepared to agree to such a structure as the inescapable price of getting the combined system examined in 15 plus which they insist upon teacher control in the new system. They would like to see a restructuring of the Schools Coun-

Continued on page 2

Time to go.

Time to go

Time serving, the hallmark craftsman status, is the new system of apprenticeship proposed by the Engineering Training Board this week.

Nicholas Wapshott writes about the
life and work of Sergei Eisenstein
page 14

Cambridge rebels

Conservatives in Cambridgeshire are continuing to pay for 70 children at independent schools, despite two instructions from Mrs Shirley Williams to stop.

Plans to stop _____ page 3

Extra: Careers 31-42

Waiting

Can and should children in need of social education be entrusted into

Classified ad

Index 337



Technical School revived?

The Engineering Industry Training Board's proposals for the reform of engineering craft apprenticeships are far-reaching and could have an important bearing on the present discussion of the secondary school curriculum. They have still to be accepted by employers and trade union representatives, but by coming out for a schedule of systematic training which could be completed by the best trainees in two years, and proposing that a test of achievement should be the basis of the craftsman's qualification rather than the more time-serving, the EITB is carrying a stage further the major efforts it has already made to rationalize the tradition-laden practices of apprenticeship.

The educational implications come with the suggestion that some would-be apprentices should be offered a pre-apprenticeship course, while still at school. This would enable them to obtain suitable passes in CSE or GCE which would carry exemption from the first six months of apprenticeship training (now normally taken full time off school as a further education college or training centre).

The appendix to the EITB document shows the scheme of 600 hours of work which would have to be covered in order to meet the requirements which the board lays down. It looks as if this might take up a third of the time between 14 and 16 for anyone who wanted to get this pre-qualification. Many schools would lack the equipment and staff to offer the course, but the EITB clearly assume that links with further education would enable those who wished to do so to introduce these CSE options. And there is a recognition that this could be offered to others staying on beyond 16.

Losses all round

Newspapers are often accused of being ready to probe fearlessly the troubles of others, while retreating into a silence when their own difficulties erupt. On Monday, however, *The Times* carried a long report and a first leading article on the events of last week—the unofficial stoppage by maintenance engineers which halted *The Times*, *The Sunday Times*, and the *Educational Higher Education and Literary Supplement*.

We are all too aware that this is the fifth time in recent months when the *TES* has had to suspend publication. Nor is this all: other disputes—all of them unofficial—have interrupted or delayed production without actually preventing publication. We much regret the occasions when distribution has been cut in different parts of the country, and when copies have arrived late.

The latest troubles could not have come at a worse time. This is the staffing season. This newspaper has a vital part to play as a national noticeboard for jobs, its apologetic to all who use the *TES* week by week are under no illusion that it is more an expression of regret than a mere expression of sympathy when what should be a dependable institution fails to live up to its ideal.

Industrial action, of course, is not the private prerogative of any one group of workers and has not been unknown of late even within the field of education. But unofficial action which by-passes agreed negotiating procedures, such as this, cannot go on indefinitely without damaging newspaper-users and newspaper-producers alike.

John Simpson suggests a solution to the recurring pay wrangle

How to stop the rot

A year ago the staff of Hertford School, Bristol, protested against cuts in local government expenditure by withdrawing from the school at lunchtime for one week. No meals could be served and 2,100 pupils were excluded from the campus. When the pupils reacted first by protesting against the teachers, and later by supporting them and organizing a massive orderly march through the centre of Bristol, the school became a focus of controversy. Now a year later my staff and I find that next September we shall have 50 pupils fewer than a year ago. This is not a matter of falling birthrate yet: 50 parents have made their views plain.

Last year a more widespread struggle took place in Oxfordshire where the teachers' unions opposed

far harsher cuts than Avon had tried to introduce. The battle was fought, but eventually staffing concessions were made. Yet at what cost? Although the unions' cause was just, how far has public esteem for the schools fallen? How many Oxfordshire children will this year be going to independent schools when last year they would have gone to maintained schools?

Teachers may gain concessions, but in such fights they cannot escape harming schools which, it should be their greatest concern to protect. What resulted from Hertford, and Oxfordshire, will now result all over the country from this year's wave of disruption. Reports of rioting pupils must harm our cause, even though they bring another 0.8 per cent out of the Minister. Such reports must

make more distant still the dream that by the excellence of their standards state schools will eventually "buy" the independence to which they are entitled.

This year a new and dangerous aspect has appeared. Whereas last year's protests were directed against education cuts and especially against staffing cuts, this year's action has been in support of a salary claim. Why are teachers, encouraged by competing unions being drawn to take disruptive action for such a cause?

Must teachers destroy the educational service piece by piece, year by year, as the only means of securing their own salaries, just as various hospital groups destroy the National Health Service for the same purpose?

There are three possible ways of negotiating pay: we could receive it as an act of charity, which is quite unacceptable; or gain it by disruptive tactics; or accept the decision of an impartial body. This last is the only solution to the annually recurring cycle of conflict and disruption.

On March 22 the Burnham Committee showed the Minister a way towards constructive and impartial salary negotiation. When the management panel offered, and the

teachers' panel accepted, the setting up of a joint working party to examine the movement of salaries with a view to reaching a settlement by the next year's salary round was offered the seed of a staff- and management-union teaching profession alternative to strife.

How impressive the Minister or his advisers have been in listening better to the sound of education. But the setting up of a joint working party for the schools will mean the end of office? The Burnham Committee exists here. The Burnham Committee has presented it to you already. If you are bold enough, imaginative enough, decisive enough to grasp it.

John Simpson is Head of Hertford School and a Burnham representative of the Secondary Heads Association.

A vacuum filled by stealth

Our preoccupation with matters of organization means that when it comes to objectives our education system has to make do with a compromise machine.

Educational administrators, as every schoolboy knows, need a glittering array of inherited and acquired characteristics to fit them for the struggle against the powers of darkness. Long gone are the days when a winning smile and a talent for funambulation were all that it took. Close observers will not need reminding of the significant advances that have been made in recent years. Fred's patch, Bogdan's turn, and the like, are now a thing of the past. The law has all gone and Helsenberg's uncertainty principle, now thoroughly tested, is no longer to be regarded as a mere hypothesis. In particular, two-dimensional thinking is out.

It is not hard to see why. In our service, decisions about organization and resources, coming first, determine the objectives that institutions can achieve. Now the traditional government concentration on matters of money and systems, leaving educational matters unsullied by politics, sounds all very fine but it is open to question in many ways. Let us leave aside widely idealistic notions such as proper planning. Since decisions about organization and resources may pre-determine decisions about objectives, does not our system encourage governments to achieve educational goals by stealth? Even without Machiavellian intent they may be forced to be circuitous if they are to achieve anything at all.

Worse, in the absence of an organized system for debating government policy, educational directions can be determined by a few powerful individuals. But the machine operating so beautifully there may be time to ask if anyone knows where it is going. Or, to be more precise, to ask how they can tell.

These questions are not new; the wilderness has long echoed to their sound. But they remain unanswered. So trotting them out again can perhaps be regarded as not so much unimaginative as unregenerate. Their burden is that our preoccupation with matters of organization and resources, although thoroughly absorbing and capable of generating a warm and virtuous glow, is a snare and a delusion. It may seem as though we are grappling with fundamentals but we are really evading the main issues of the future we should be considering first.

That is our tradition: "We have devoted historical accident into a principle. In our society, government statements about educational philosophy are made rarely, and when they are made, they are regarded with grave suspicion. The conventional wisdom is that fascism or some other totalitarian hell is just around the corner if we bring politics into education. The result is that instead of having a mechanism for open discussion of social and educational objectives, the education service has to make do with a compromise machine in which the various interests contend for the spoils or for a hold on the system of power."

Advisory committees admittedly touch on educational policy from time to time but this does not get us very far. The ground rules for debate about their findings are those of the compromise machine. The same rules tend to indicate, furthermore, that some topics are too important to leave to advisory committees. The obvious example

is comprehensive education. This came about in England and Wales after a process of attrition in which rational debate about educational objectives had a low priority. Any one witnessing the Northern Ireland scene at present, where the battle is still on, can judge how little interest philosophy arouses compared with the fascinating question of how children and teachers are to be deployed.

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Cambridge go for another year of rebellion

Cambridgeshire County Council is to defy Mrs Shirley Williams's suggestions to stop paying for education to go to independent schools. The week the education committee decided, for the second time, to take no notice of the Education Secretary's directive, and to continue to pay for up to 70 pupils to attend three independent schools.

The committee argues, on the basis of counsel, that Mrs Williams is being unreasonable and that she did not give the authority necessary to halt arrangements for the next academic year.

Arrangements for L.E.A.s to send children to independent schools now have to be approved by the Secretary of State. In December the Conservative-controlled, that Mrs Williams would not approve it, she said she would change her mind.

The three independent schools were by the council were direct grant schools before the 1976 Education Act and Cambridgeshire paid for about 70 children to attend them. But the Act made it difficult for L.E.A.s to continue doing this.

Unaided Cambridgeshire proposed an assisted places scheme for 70 pupils. It is this proposal which Mrs Williams has rejected.

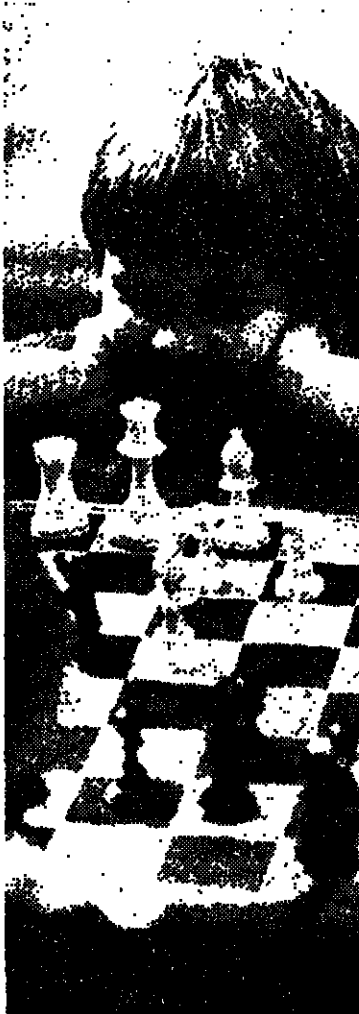
The authority is now proposing to pay for its old scheme. As the county secretary said in his report to the council: "These arrangements were made under a different set of circumstances. They were approved by the Secretary of State and his approval has never been withdrawn."

But what then? Mrs Williams's committee really has to ask the question: "Even if we redefine 'independent' and accept that organizational matters are of the first importance, should not the biggest organizational nonsense be disposed of first?"

There may be respectable arguments against having a higher education sector including the universities. But there are strong ones in favour of the prospect that, freed from the vicious effects of the present order, the institutions could devote their time to working through collaboration, their objectives for the future.

Derek Black

The author is Director of the College—The Northern Polytechnic.



Young mover: Sabrina Needham on her way to winning the under-eights competition at the 3rd North London Junior Chess Congress held this week.

Unions to fight on class size. Stephen Cohen reports

More action on the way

Industrial action will restart in schools in 11 areas within the next few days. Both the National Union of Teachers and the National Association of Schoolmasters-Union of Women Teachers have authorized members to refuse to stand in for absent colleagues and to ban teaching oversize classes. The action is in defence of pupil-teacher ratios and in protest against spending cuts.

The areas affected are Avon, Barnsley, Bexley, Bolton, Buckinghamshire, Dudley, Hampshire, Leicestershire, Lincolnshire, Surrey and Warwickshire.

The withdrawal of voluntary activities by the NAS-UWT has been suspended until the union's executive meets next Friday. Mr Bernard Wakefield, deputy general secretary, said the ban on out-of-school duties had been lifted to give local branches the chance to obtain statements from local authorities that the duties were purely voluntary. If the assurances were not given, the sanctions would be reimposed.

The National Union of Teachers had also called off its industrial action which was started during the dispute over this year's pay claim. Ten per cent pay rises for all tea-

chers were agreed after a nine-hour session of the Burnham Committee, which negotiates teachers' pay. The deal will add £214.3m to the total teachers' salary bill.

It comes with a commitment from the management side to start restoring salaries to their 1975 levels, but no date has been fixed for this. The settlement includes the £312 a year rises for those who earn more than £8,500 which were lost during stage one of the pay policy; an increase of £18 a year to correct an anomaly for special school teachers; and an agreement to provide Scale 3 posts in group five schools which have previously been unable to promote teachers beyond Scale 2.

Settlement was reached a fortnight ago. Teachers were first offered 5.8 per cent. The management argued that full 10 per cent rises could not be paid because £214.3m available to pay for the cost of "incremental drift"—the amount by which the salary bill for one year exceeds the previous year because of the cost of annual increments.

No deduction for drift was made when the revised offer was produced. But the cost of the £312

rises and special schools' allowance is deducted. These add up to just over £600,000.

This is about the amount saved by rounding down the 10 per cent rises to multiples of three so that salary computers can work out monthly cheques. So although the rise is portrayed as 10 per cent for all, it will mean 10 per cent less one or two pounds a year for most teachers.

A joint working party is to be set up to examine the movement of class sizes. The Houghton award and is expected in report before next year's negotiations start.

Test ban threat

Teachers in Birmingham may refuse to set or mark a reading test which the local authority wants to introduce for all its 11-year-olds because they consider it to be bad. Mr Stan Rimell, secretary of the Birmingham branch of the National Union of Teachers, said this week: "It was like going back to the 11-plus. We are not against testing but we think schools should be left free to use their own tests."

Ombudsman move on 'damning' school report

A parent, Mr Colin Orr, is to complain to the local government ombudsman about a confidential report on Ryhope Secondary School, Sunderland, which expressed disquiet over behaviour, work, curriculum and morale.

The report by local school inspectors has been withheld from parents, teachers, school governors and most members of the borough

council's education committee. But a copy was stolen from the school and handed to a local newspaper. It contained extracts.

The school is famed for its productions of pop operas such as *Tommy* and *Starlight*, but the inspectors were critical of many aspects of its work.

Mr Orr said that Mr Hall had decided not to draw governors' attention to "what was a most damning and alarming document".

Mr Jackson Hall, the director of education, said this week that the report was written for him and the chairman of the Education Committee. "I regarded it as an administrative document."

A further report on the school which recommended changes was prepared by Mr Hall and copies of it have been sent to governors and the school. Some of the changes have already been implemented.

Universities may stall exam reform

From page 1

the subject committee and would question the controlling mechanisms of GCE boards. (It is some comfort to them that Mr Tomlinson has been, until the appointment to the Schools Council, chairman of a CSE board.)

At this point, the plan could well run foul of the universities and the GCE boards themselves. These boards, while often controlled in many of their committees by teachers, are generally recruited by co-optation not election. Furthermore, they have royal charters and can therefore refuse to cooperate if they are not satisfied with the new scheme.

As a general election gets closer, anxiety among those who favour the 16-plus is growing. The Conservatives, in their policy document, *Better Schools for All*, published last December, said that the proposal for the 16-plus should not go forward. It is therefore in the interests of those who want the 16-plus to get a recommendation in its favour from the Waddell committee as soon as possible.

If recommended new powers of this kind are to be given to the Schools Council, a substantial increase in its budget, staff and authority will be required.

There are at present something in the order of 25,000 examining schemes at 16-plus. The Waddell Committee—echoing the House of Commons select committee on the attainment of school leavers and the Government's White Paper answering the committee—is likely to call for a substantial reduction of this number. The work of rationalization will in the main fall to the re-organized examination boards. Indeed a great deal of such work is already being done in local areas where the boards already work together in many public areas. None the less, the task for the council would be formidable. One exam board secretary said last week that if it was to be effective, it would mean giving the Schools Council a task of at least the magnitude of all its existing work or more.

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I have in my constituency a school which may ultimately be surplus to the area's requirements. Unhappily, I do not know which one it is.

When comprehensive reorganization took place a few years ago, one school was left to provide for the residue of the boys and girls who had been admitted to grammar schools but were not yet of an age either to leave school or to proceed to the new sixth-form college. Next year we will see the demise of this declining, or definitionally lame-duck, institution.

The immediate question is whether or not it should rise, Phoenix-like, as a new 11-16 school. If it does, the normal DES rules will exclude from the building programme any new secondary school for pupils living within three miles of the existing but empty buildings. Granted that this is a new town area, with an expanding population, the remaining schools could not cope, without some permanent or temporary extension.

The alternative is just as unpleasant. If the old school reopens with a new role, some children will have to be bussed for several miles in order to make viable, and the catchment areas of existing 11-16 and 11-18 schools must be redrawn, splitting hitherto coherent communities which have looked to the secondary school as one of their unifying factors.

But equally, on presently forecast child population figures, the authority will then be able to build another school a few years later, eliminating much of the bussing. This, the authority's strategy, may seem the best way out of the difficulty. Temporary inconvenience will melt into permanent satisfaction of the greatest possible number.

For this is the point at which black doubts about the future shadow my own vision of what is practicable. Should the birthrate not rise, and even more, should it decline further, I am unconvinced that we shall need two additional 11 to 16/11 to 18 schools over and above those we already have, rising population or not. We are thus, by virtue of the present state of the law (administrative law rather than statutory), left with the prospect of either one school, or the equivalent number of places, too few—or too many, I suspect it will be the latter.

In those circumstances the school which would close—should present policies remain unchanged—would not necessarily be either the revived residual grammar school or the newly built comprehensive, but

PERSONAL COLUMN

Gerry Fowler All tied up in the roll call

could be any of the secondary schools within the area.

This is but one extreme example of the problem created by falling rolls, even in an area of rising population. In such areas the problem will manifest itself differently from its form in inner cities, and may often result in bussing over distances which a few years ago would have been considered quite acceptable in urban areas, especially by the residents of new estates encouraged to believe that they would enjoy modern schools as well as "all mod cons". In old-established areas, the likelihood of school closures will, of course, be greater still. As yet few have realized the potential consequences of the overall reduction of the school population by as much as a third.

Sometimes curricular choice will be narrowed. It is ironic that we have discussed the need to broaden the base of sixth-form education—at a time when we are going to have to fight hard to maintain present options. The plain fact of the matter is that a four-form entry school cannot offer the same range of specialist subjects as a six-form entry school with the same p.t.r. There will be fewer teachers with expertise in the minority disciplines.

There are, of course, ways out of the dilemma. We could aim for sharply improved p.t.r.s. That would presumably be the NUT solution. Their achievement would be partly a matter of economic possibility, and partly of political priority. Or we can combine that aim with the hope that new entrants to the teaching profession, especially at secondary level, will in time have more to offer than their predecessors.

There will be fewer of them, and their standard will be higher. But even if this be true, there will be so many fewer of them that it is doubtful whether their chemical properties will be adequate to fer-

tilize every department of every school.

Another strategy would be to accept that 11 to 16 education must in many, if not most, areas be separated from 16 to 19, and that the latter is best organized on the tertiary college principle. At the same time, we could recognize the need for continued education and training, combined with work experience, for all the 16 to 19 group.

In that way a narrowing of curricular choice—perhaps a concentration on a "core curriculum"—for the younger age-group may have no deleterious effect, and could have a positively beneficial result. The range of choice allowed by tertiary colleges is wider than in any other type of institution for the age range.

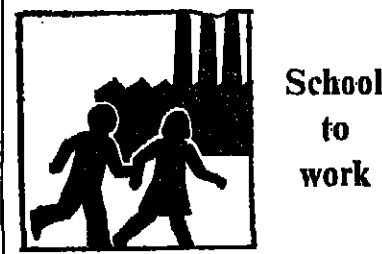
Even then we might have to contemplate an extension of higher education so that the norm of first degree courses became four years rather than three. Oddly enough, that has recently been suggested, in the Standing Conference on University Entrance. But, as ever, they concentrated on the narrow rather than on the broader context. The catalyst to educational change is not Ns and Ys, nor Jim Callaghan and the "core curriculum", but falling rolls.

We have a genius for concentrating on the wrong issues. The teacher unions remain implacably opposed to tertiary colleges. Only the youth and employment lobbies show any consistent interest in what happens to young people immediately after leaving school.

The curriculum is torn apart by the competing claims of universities, employers, and the school teachers. Burnham fiddles while schools burn (metaphorically, but only just). The Labour Party, coming to grips with falling rolls, favours the introduction of a planned operating capacity for each school, to avoid a destructive interaction of Sections 37 and 68 of the 1944 Act, the repetition of innumerable Saur Valleys, and the accidental recreation of a selective system through the operation of parental choice. The Tory Party sees only a new opportunity for free parental choice—and the informal resuscitation of selection.

Yet, every one of these issues is interrelated. Even in my own constituency the authority has brought its difficulties on its own head, by failing to see the necessity for a tertiary college, and a programme of community education providing for adults as well as young people, which would fully have utilized the space potentially available. We surely lack educationalists of vision.

Whitehall unions set to relax ban on work experience schemes



by Mark Jackson

The civil service unions are reconsidering their ban on work experience in government establishments. This could provide a major uplift for the Manpower Services Commission's new programme for unemployed young people.

The youngsters will still be blacked in the new programme, which began this week. But the executive of the biggest of the unions, the Civil and Public Services Association, will recommend its conference in May to relax the ban, at least to permit some pilot schemes. Other unions are likely to follow its lead.

At a recent meeting, Mr. Parker, BR's chief, agreed with the commission's chairman, Mr. Robert O'Brien, that they would consider mounting a planned package of measures, including work experience, to help young people.

Mr. O'Brien and his colleagues were taken back by a proposal to them by Mr. Parker that the commission should pay some of the big city stations. Mr. Parker's response to an appeal was to them by Mr. O'Brien to a similar proposal to take up the STS—the new programme for 19 to 25-year-olds which began last year.

British Rail wants to give outside firms contracts to do the work on the rail network. They want to use the rail network to do the work on the rail network.

More seriously, the commission needs the thousands of places which could be found in government offices and departments throughout the country to help it expand the role of work experience in the new programme. Civil service participation may help soften criticism that the commission is handling private employers a way of trying out potential

employees without incurring obligations under working protection legislation.

It may also diminish the resentment among voluntary organisations and in the education service at the way the civil service has recruited experienced outsiders from the private sector.

A CSEA official said this week that the union's executive was still less than enthusiastic about work experience, but felt that things had to be done despite difficulties created by the reluctance of the civil service to provide enough staff to supervise and train the youngsters properly. The conference was likely to be planned and monitored carefully.

British Rail, who have until now also refused to participate in work experience, but because their opposition but because their management were unimpressed by its value as part of the temporary unemployment measures—is to work out with MSC officials the necessary conditions for the new programme.

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Business students want to keep the good old ways

The current reorganization of business education in further education colleges—which will give students more choice and relate courses more closely to other subjects—could run into trouble because students prefer narrower, traditional teaching.

This is the main finding of a survey carried out by Mr. C. A. Ryan, of Clarendon College of Further Education, Nottingham, into the attitudes of OND business studies students compared with "A" level students.

The survey confirmed the impression of teachers that the OND students were much more conservative, less flexible, and less willing to challenge authority, than the "A" level students.

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Apprentice revolution blooms

The biggest changes in methods of apprenticeship since the Middle Ages are being discussed by employers and unions. It is proposed to replace the 1,000-year-old practice of qualifying through serving time on the job by a system of intensive training and tests.

Schools would be asked to provide the first part of the training as part of the normal curriculum. The scheme, which is outlined in a paper issued by the Engineering Industry Training Board this week, envisages:

• A new status for the apprentice, which would be attainable at 18, through tests leading to the existing Certificate of Competence.

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More cash for industrial in-service training

The Department of Industry will help to pay for some in-service training—if the teachers are on industry-related courses. Local authorities and individual schools will be able to set up to half the total cost, including teachers' salaries.

The department's offer this week heightened the already widespread concern among local authority politicians about the growing intervention of Government agencies in technical training and other educational provision.

The Manpower Services Commission pays for the retraining of teachers as maths specialists, and makes large contributions to the income of further education colleges under the new programmes for the young jobless. The Education Secretary's colleagues say they have to channel the money through these other agencies because local authorities refuse to accept money for specific purposes from her department.

The authorities fear it will weaken the principle of the rate support grant funding of education, under which they can spend the money as they please as long as they provide mandatory services. But on Tuesday Mr. Gordon, chairman of the Association of Metropolitan Authorities Education Committee, hinted that his committee may now be prepared to fight within the association for a change in their stance.

We have got to talk to Mrs. Williams about it," he said. "It is clear that there is a short-term need to ensure that extra government money is made available for various kinds of educational provision for the young unemployed, and we must find some way of getting it channelled through the DES in order to get it through all these other bodies."

The Department of Industry's offer is to spend £100,000 over the next three years in subsidising courses for teachers of maths, science, crafts, design, technology, and careers specialists; and to promote other projects linking schools and industry. Applications for grants will be vetted by an assessment panel set up by the Standing Conference on Schools' Science and Technology, an independent organization on which local authorities, industry, the professions, and government departments are represented. DES and Department of Industry officials will serve on the panel.

Extra money is also being made available by the Department of Industry through the organization to extend the network of science and technology regional organizations set up to encourage links between schools and industry and to help teachers. The aim is to increase the present 19 organizations to 50.

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NUS conference, Blackpool: reports by Bert Lodge

Negative, undemocratic? It's true, says Sue

The democratic process has been widely abused in student unions, said Ms Sue Slipman, retiring president of the National Union of Students, at their conference in Blackpool this week.

Ms Slipman, a member of the Communist Party executive, also admitted the union's policies had frequently been largely negative.

The emphasis was moving from student protest to student power, she said, but she rejected the call from some students that unions should have total freedom over how they spent public money.

Reviewing the past year Ms Slipman said the NUS was facing a lack of confidence and a crisis of identity. "We had to face our own bogus arguments about democratic involvement in our organizations. We had to publicly admit that student unions were the quorum had been abolished and six

took decisions on behalf of 6,000 were not democratic".

The NUS could make no impact in society if it had nothing positive to offer. "For years we had known what we were against—but we had little conception of what we were for. The sterility which existed in our movement had to be faced."

How could the union be taken seriously, she asked, if the views of many unions did not represent the real view of the majority of students? Those groups in the union calling for total freedom were really seeking to abuse the mass membership and work for mind control on a narrow political view, she said.

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Trevor Phillips: accountability a priority.

Tories urged to drop out

The Federation of Conservative Students is expected to be urged at its annual conference in Loughborough next week to disaffiliate from the National Union of Students.

This follows the failure of Tory candidates in executive elections at the NUS conference in Blackpool this week. They were beaten by the view of the majority of students of the majority of students.

Mr. Tom Hayhoe, president of Cambridge University Union and unsuccessful candidate for deputy president of the national union, said, however, that there would be little support for the move to disaffiliate. Most Tory students were determined to remain in the NUS and work for the secret ballot in college elections.

The new executive is: Broad Left (Marxists and non-aligned Socialists), 11; Socialist Students Alliance (largely International Marxist Group), 3; NOISS (student wing of the Socialist Workers party), 1; Liberals, 1; Federation of Conservative Students, 1.

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NUT conference, Blackpool: Stephen Cohen reports

'Next year our anomaly will go ...'

The National Union of Teachers voted overwhelmingly last week to accept the 10 per cent salary increases offered in the Burnham Committee. Delegates to the Blackpool conference, representing 246,000 teachers, rejected a bid to continue taking industrial action in support of a further 2½ per cent claim.

An emergency debate on Saturday morning heard calls from the extreme left to extend the action in furtherance of the original 12½ per cent claim. Mr Dick North, the only educationist to go into the arena, said that almost every other pay settlement had broken the Government's 10 per cent guidelines. "We are being asked to accept a settlement that is substantially worse than any other group of workers have accepted."

Teachers' salaries, he said, had declined in comparison with other workers. Now was the best time to fight and continue the struggle. But Mr Tony Parsk (Lewisham) asked if delegates were prepared to commit union members to go into a long struggle for the extra five per cent.

Mr Dennis Sale (Bexley) said he was not from the leftwing minority, but he had had a reaction from his members. Accepting the pay offer would mean introducing another anomaly into the pay structure. In some schools a deputy head could earn less than a classroom teacher because the offer did not include special rises for deputies. "We cannot accept any agreement that will increase anomalies."

Mr Bernard Rogan (East London) said teachers' salaries had declined by 24.8 per cent since 1975. "Therefore, the 10 per cent offer means a cut of 14.8 per cent in wages." The statement from the management—based on restoration of salaries to the levels produced after the Houghton award—was "not worth the paper it was written on."

Burlier Mr Fred Jarvis, the union's general secretary, described the salary negotiations as a mixture of melodrama, pantomime and high farce. "The proceedings in Burnham were so bizarre that they would stretch credulity to the utmost."

Mr Jarvis assured the conference that the anomaly would be put right in the next negotiations.

Negotiations next year will centre on demands for the restoration of differentials and royalties established by the Houghton award of 1974 and the arbitration of 1975.

'Hands off' warning

Delegates overwhelmingly carried a lengthy resolution which stated that teachers would oppose any interference by Government with their traditional right to decide what should be taught in schools.

The union's executive was instructed to make clear to Mrs Shirley Williams that the complex issue of curriculum development could only be undertaken by teachers.



Close attention from three of the audience.

Let's pull together, says Dewi the peacemaker

Teachers, government and local authorities urgently need to find a new peaceable partnership if they are to restore public confidence in schools, said Mr Dewi Bonner, incoming president of the National Union of Teachers, last week in his presidential address to the union's annual conference in Blackpool.

But while he wanted real partnership, he stood firm against what he saw as Department of Education interference in the content of school lessons.

"Let me say, first of all, that I reject the idea that the school programme should be directed towards preparing pupils to enter manufacturing industry." Advice from industry was welcome. "But it is teachers who have had the experience and detailed knowledge of the children. This is why teachers are in the best position to evaluate, discriminate and modify curricula."

Teachers were not against suitable monitoring of educational progress but they did not want blanket testing.

Universal testing could lead to damaging and misleading comparison of pupil with pupil and school with school.

Mr Bonner said the future of special education for the handicapped was in jeopardy because the 1976 Education Act advocated that

Ban on big classes defeated

Attempts to ban all teaching in oversized classes were defeated by the conference. Instead, delegates voted to accept an executive memorandum on the strategy for industrial action to be taken during the next 12 months.

The defeat for the teaching ban came despite impassioned speeches from delegates. Class size is a highly emotive topic among union members, and three amendments tabled sought to set a limit on the

number of pupils each class should have.

The first two wanted 30 to be the maximum in primary and secondary schools, 25 in nursery classes and 16 in workshops and laboratories.

The third accepted the executive target of 32 in primary, 20 in secondary, and 27 in tertiary schools, but went on to recommend that the union should urge members to refuse to teach an oversized class from September next year.

Beware the election, Jarvis warns

There will be in for a rough ride during the next General Election, Mr Jarvis told the conference. Education will be a major issue, he said, and the political parties will try to outdo each other in promising the voters inducements. The role of education in our society is of such major importance that it would be quite unrealistic to think that it can be kept out of the political arena. But what we do have a right to expect is that any change in education should be on rational issues.

What worries me is that the politicians might go in for a public election on issues like parental choice, vying with each other as to which can make the most spurious claims while concealing the realities of just how much choice can or cannot be provided.

There is a danger, too, that we shall have from some politicians and the media more of the kind of irresponsible misrepresentation of the achievements of schools that we have had in recent months, with more and more demands for testing of this, that and the other, and calls for a uniform curriculum and the suppression of any but the most orthodox of teaching methods.

Politicians during an election period will tell schools what objectives they should pursue and what the aims of education should be, he hoped they would recognize that schools were not the only force in society which influenced young people.

Mr Jarvis challenged the Education Secretary to stop school authorities from delaying the abolition of grammar schools.

Seat-share satisfaction

The National Union of Teachers is to keep its overall majority of representatives in joint union meetings with the Government. The Advisory Conciliation and Arbitration Service recommended that it should

have eight seats—more than all the other unions combined—when Mrs Shirley Williams, the Education Secretary, invites teachers' associations to discuss on educational issues.

Under the plan put to Mrs Williams by the National Association of Teachers-Union of Women and the Association of Assistant Masters, Secondary Heads' Association and the National Association of School Teachers would have one seat

each. The respective unions have not an ACAS officer and it has been agreed that their representatives should be based on their 1976 membership figures, which have been examined and ratified by the Joint Council.

TGC: no decision

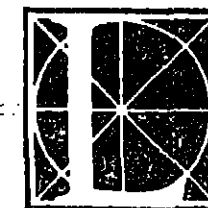
A vote to debate last week's proposal for a Teachers' General Council was defeated.

A motion on such a council had earlier been voted into 52nd place in the agenda, and delegates were asked to stand in order to bring it higher.

Mr Jarvis had indicated that the debate that the union should have on the other side of the table was working with Mr Williams, the Assistant Secretary, on plans for a

Race check call

Teachers were urged by the conference to inspect books and learning materials used in schools for racialist bias. An executive resolution—called on by members—to examine books and materials to guard against those which were racist, was passed with deep approval. The resolution called for a survey of the racialist activities of teachers and to report on the results.



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Package to India

The Times Educational Supplement is arranging in conjunction with Lunn Poly and Air India a two-week trip to North West India departing from London on July 23 1978. The tour will cost a modest £620 and will visit Delhi, Agra, Jaipur, Chandigarh, Patiala and Simla. Visits of educational interest will also be included.

The tour's guides are suitably expert and its hotels (and their cuisine) superb—the sumptuous Rambhag Palace at Jaipur for instance was built as a maharajah's residence and is still staffed by many of the old servants.

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Day 2—Visit to the Taj Mahal and Agra antiquities. Travel back by train to Delhi.
Day 3—Coach trip to Chandigarh, Oberoi Mount View hotel.
Day 4—Visit to the city of Chandigarh and its surrounding area. Overnight stay at the hotel.
Day 5—Visit to the city of Chandigarh and its surrounding area. Overnight stay at the hotel.
Day 6—Visit to the city of Chandigarh and its surrounding area. Overnight stay at the hotel.
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NAS-UWT conference: Bert Lodge reports from Harrogate

Away with shaky sixths, says Jones

Some comprehensive schools would never, however large they became, achieve viable sixth forms, Mr Stan Jones, incoming president, told the annual conference of the National Association of Schoolmasters—Union of Women Teachers at Harrogate on Tuesday.

"Let us face facts," Mr Jones said. "This is no fault of the schools themselves." Some districts were simply not suitable.

In such schools it was a mistake to attempt to provide sixth form education.

Mr Jones in his address also questioned the value of putting teachers in community homes under the control of the social services, warned against political infiltration among senior pupils and blamed the upheaval of secondary reorganization, financial stringency and changes in society's attitudes for most of the problems teachers faced.

Where sixth form education could be provided it should be, Mr Jones said, with a positive discrimination in favour of under-privileged children. "But where it cannot function properly we demand our professionalism by pretending to provide it."

Such efforts led to heads delighting in pretentious lists of A level courses while the rest of the school paid for it, Mr Jones said. "While a few specialists become almost personal tutors their hard-pressed colleagues are trying to cope with over-large and under-motivated forms."

"The emphasis ought to be on the needs of the 11-16 pupils: in what is best for them and their parents, and only then—see what must be done to make sensible provision for sixth form pupils."

Mr Jones pointed out that when community homes replaced approved schools this service was taken over by social services, putting the teachers under the director of social services, although their job required special skills and dedication these teachers found themselves under superiors lacking knowledge and understanding.

"It is particularly galling when experienced teachers are lectured by young and inexperienced social workers about the needs of their pupils. The attitude of many young social workers is antipathetic to teachers' views and values," Mr Jones called for a return of community homes to the education service.

He called for the cost of teachers' salaries, pensions and training to be taken off the rates and paid by central government. It would not follow that local authorities had no longer an effective say in the education service. The arrangement worked well in Northern Ireland where local education boards were able to look at the purely educational problems in their areas.

"I am from the hassle of haggling with other local service chiefs about their budgets."



Mrs Williams: a way to motivate the less academic.

School apprenticeships system on the way

Less academic pupils will cover the first six months of craft apprenticeship training during their last two years at school if employers, unions and the education service agree, Mrs Shirley Williams told the National Association of Schoolmasters—Union of Women Teachers conference at Harrogate. It would be a step towards motivating this type of pupil by introducing a more vocational element into their curriculum, she said.

The Education Secretary condemned teachers for setting a bad example to pupils by applying sanctions to support their pay claim. She asked local education authorities to implement early retirement for some teachers, and she said she would soon be issuing advice to schools on how to deal with disruptive pupils.

Discussions had already begun with the Engineering Industry Training Board, employers, unions and the education service on allowing apprenticeships to begin while pupils were still at school.

"We don't expect any objections from the unions—I have already discussed it with Hugh Scanlon—provided the training can be firmly school-based," Mrs Williams told a press conference.

She did not agree that the problem of motivating the less academic pupil was something that should have been thought of when the

school-leaving age was raised years ago.

Mrs Williams told the conference that teachers would shortly get the benefit of two surveys recently carried out by HMIs. One was a current practice in some schools and the other was a survey of discipline and truancy. The education service was concerned the most about the latter, she said.

Another circular would advise schools to establish good relationships with the Education Welfare Service to combat truancy.

Regulations had already been laid to provide for the early payment of superannuation benefits to teachers over 50 who retired through redundancy or "in the interest of the efficient exercise of the employer's functions". This was the voluntary retirement scheme teachers were calling for.

"Local education authorities will be asked to anticipate these regulations should ask us for advice and we may be able to go ahead."

While acknowledging the importance to teachers of the Harrogate report and emphasizing that the Government did not repudiate its recommendations on pay relations, she said there could be no permanent commitment to restoring the present.

'Call it voluntary or call it off'

Delegates voted not to endorse out-of-school activities if local authorities refused to give assurance that they were regarded as voluntary. This would exempt teachers from having to pay tax on money received for expenses.

Mr Terry Casey, general secretary, said a circular from the Association of County Councils asked members not to conclude local agreements.

Mr Norman Birch, secretary of the Association of Art Advisers and an inspector with the Inner London Education Authority, urged a "tremendous expansion of research" into art education.

Secondary school syllabuses rarely reflected what was going on.

There was great danger in popular misconceptions. The idea that art was just painting or pottery was wrong and for all in the primary school was common but wrong.

"We need to know how children learn through art."

Mr John Talbot, director of Bromley Institute of Higher Education, and principal of Garnett College, Birmingham.

Mr R. I. Thompson, deputy secretary, said Anglican Examinations Board, to be secretary.

Mr R. Hon. the Lord Shepherd had been appointed Chairman of the Medical Research Council.

Mr John Wilson, deputy head at Ashton High School, Northampton, to be head of Cockerham Community School, Cumbria.

Mr David Burgess, head of C.E. Primary School, Stockport, to be head of Rushey Green Primary School, Bedford.

Mr R. Thompson, head of Northampton Infant School, to be head of Bedford Hill J.M. & I.

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State of the art: shrinking

Teachers may be pushed out of secondary schools by shortage of funds and public pressure for more education to the three R's, the most authorities now had for the first time in the history of the National Society for Art Education last week.

"Head teachers are under pressure and few of them have an art education," said Mr Terry Satterthwaite, president of the society. "They need to see their art departments as producers of paintings and sculpture."

Delegates called for more co-operation between organizations representing art teachers and for research into the purpose and content of the art education curriculum. But a proposal to consider the voluntary retirement scheme was rejected.

Mr George Williams, secretary of the society, said the number of teachers posts advertised had fallen in recent years and that the Government's Green Paper on education paid but slight attention to art education, said Mr Satterthwaite.

The insignificant commitment to the function and purpose of art in the education of our future citizens in that document amounts almost to an insult to our existence. It is our intention to meet the challenge.

A one curriculum consisting of only two elements (literacy and numeracy) was inadequate, "a cardboard structure much less durable than a well-designed three-dimensional conception of the balanced curriculum". Educational plans for future citizens must include the development of the aesthetic sense, and emphasize the expressive, creative elements which are essential to a civilized society.

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National Association of Social Workers in Education conference, Blackpool

Flexi-time for more fulfilled pupils?

Children should not be forced to attend lessons with teachers they disliked, Mr Dudley Fiske, chief education officer for Manchester, told education welfare officers meeting in conference in Blackpool.

"I've often wondered whether it is really necessary, or consistent with a child-centred approach, to insist that children continue to have lessons with a particular member of staff whose appearance on the timetable even only once or twice a week is enough to reduce them to utter misery."

"We all have to endure things we do not like but who knows what harm may be done to a child's attitude to school in general through undergoing such an experience?"

Mr Fiske said schools could make working hours flexible, so that children could start later or finish earlier if they wanted. In some schools attendance had been improved by allowing older girls, who had to look after children, shop or prepare a meal, to go home early or arrive late.

"It is not much use knowing that a child has difficult home circumstances if the school is unable to adapt itself to help remove any adverse effect that it may be having on the child's education."

Mr Fiske said that studies of truancy suggested that it was more frequent in schools organized on highly bureaucratic lines.

The conference passed a series of resolutions on topics as diverse as truancy, discipline and unemployment. They expressed concern at the use of children in pornography and called for new laws and stronger penalties to protect young people from abuse.

More emphasis should be given to the seriousness of venereal diseases in sex education lessons, delegates decided. Too much attention was devoted to contraception.

Local authorities were called on to set up special units for pregnant schoolgirls and schoolgirl mothers.

Mr Ted Matters (Hampshire) said there was a steady increase in schoolgirl pregnancies. "If, as seems likely, the age of consent is lowered to 14, the increase will rise," he said.

In his part of Hampshire, there were eight pregnant schoolgirls last year out of a female school population of 16,000. Two were aged 14.

Family allowances, and child benefits should be withdrawn from parents if their children persistently played truant, the conference decided.

An attempt was made to ban wine and cheese parties on school premises but the conference defeated the move.

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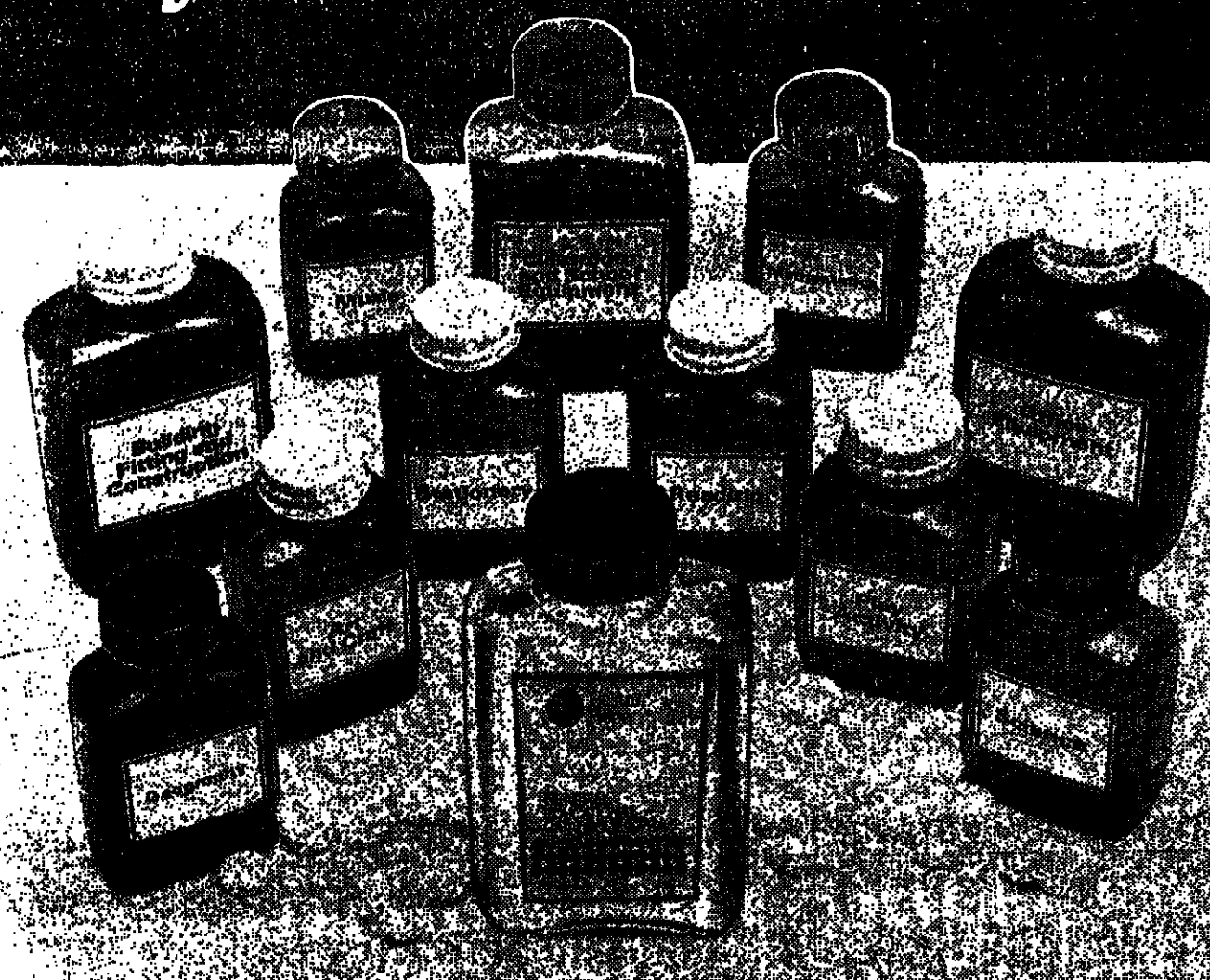
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Sweden

Formal ban on physical punishment proposed

A children's rights commission wants physical punishment by parents and teachers to be banned. Colin Narborough reports on this new addition to Sweden's parental code

STOCKHOLM
A formal ban on all physical punishment of children has been proposed in the preliminary report of a Swedish commission on children's rights. The report, which is now in the hands of the Justice Minister, says the ban should be made a part of the existing parental code. It would apply to everyone engaged in child care: parents, teachers and institutional staff.

The report on children's rights urges more study into ways in which the child's interests and needs can be better safeguarded. The commission's task will now be to take a thorough look at all the situations in which parental support for the child fails and conflicts arise between the child's requirements and the interests of the parent.

The commission also recommends urgent action to implement a complete ban on physical punishment. The present parental code in Sweden contains no specific clause forbidding parents from physically punishing their children. The commission members believe, however,

that this form of abuse is widespread and considered by many to be a normal part of child-rearing. Physical punishment constitutes a threat to the physical and mental safety of the child, the report says. It proposes a rule should be inserted in the parental code stipulating that the child must not be exposed to physical punishment or other form of damaging treatment. This is aimed primarily at parents and other guardians of children, but the commission lines that it is also intended to protect people in charge of children outside the home too.

The proposal means that all physical punishments, such as slaps or smacks, would also be regarded as "unsuitable". The legal weight of the commission's work gets in the Riksdag (Parliament). But the report stresses that the commission is not to promote public opposition to physical correction of children, but to have violence against children on the same footing as violence against adults. It does not suggest any changes in the law.

Though the Swedes themselves have little tradition of physical correction for their own children, the report may have in mind the country's 250,000 southern European immigrants.

As long as physical punishment is seen as part of child-rearing, the commission argues, the child's needs are not being met. Furthermore, it indicates a ban on physical punishment could serve as a convenient starting point for better information and guidance to parents on how to provide proper care and attention for children.

Soviet Union

Russians experiment with special help for slow learners

by John Dunstan

Remedial classes and remedial boarding education are being tried out in the Soviet Union for children with what is known as "temporary retardation of mental development". Successful experiments in this field have recently been reported from Latvia and the Russian city of Gorky.

This is a new development since special provision has been traditionally restricted to those categorized by diagnostic tests as mentally or physically handicapped but educable. In 1975 one cent of Soviet schoolchildren were attending special schools of this kind.

Underachieving children not sufficiently retarded to be graded as handicapped have as a rule been taught in mixed ability classes. The underlying belief is that the weaker need the stronger who will draw them on by helping them and by serving as models to be imitated.

The new remedial groups are a marked departure from this practice. Called "equalizing classes" in Latvia and "individualized teaching classes" in Gorky, they enjoy the support of top educational research institutes. Their basic principle is that they are not more than half the size of ordinary classes, and the teaching proceeds at a gentler pace. Contrary to some educationists' expectations, this close attention in a group of intellectual peers has not

only speeded up the children's mental development, but also encouraged their personal growth. The children have begun to ask more questions and to put the answers right and to gain in self-confidence.

In Gorky the pupils in experimental classes have been compared with underachievers in ordinary classes. In the mixed ability class the children's self-rating fell to the primary stage, whereas in the remedial classes it rose to the secondary stage. The children, who were described as "alienated", were less shy, more interested, and showed more initiative.

It is reported from Latvia that after two or three years in equalizing groups, following standard primary syllabuses, the children have been able to return to ordinary classes. The Gorky experiment, however, has developed on different lines. In 1974 the individualized classes were combined into a special remedial boarding school. The purpose was to provide a more intensive environment for the pre-primary and primary forms, while the children are still working to the standard ones.

This year the school has gone over to a new timetable, increased attention is now to be paid to methodology, and the experiment is expected to have the blessing of the authorities.

Moro kidnapping stirs leftist student protest

from Dalbert Hallenstein

TURIN

The kidnapping of Signor Aldo Moro, the president of Italy's governing Christian Democrat Party, and the massacre of his five men police escort, had an immediate effect on the secondary schools and universities. Within an hour of the kidnapping most of them had closed down throughout Italy.

School pupils and students were present in large numbers at the public meetings held in the days immediately after Signor Moro's kidnapping and some members of the left were among those who heckled the politicians—both left and right—who gave speeches denouncing the kidnapping and massacre.

The protest took place, especially in the mass meetings in Turin, Milan, and Rome, appears to have been an expression of left-wing student antipathy towards the establishment politicians who were speaking at the time, rather than an approval of the kidnapping and massacre. For almost a year Italy's left-wing student movements have been debating the theme of political violence as a means of revolutionizing society.

At a mass gathering of more than 10,000 left-wing young people in Bologna last November, it became apparent that the vast majority had decided to reject physical violence and assassination as a valid political weapon. The representatives of the armed revolutionary groups,



Signor Aldo Moro.

such as the Red Brigades, found that they represented only a tiny minority of Italy's extreme left-wing students.

But the brutal gunning down of two non-violent left-wing secondary pupils in Milan a fortnight ago could have an unpredictable effect on Italy's extreme left student movement. The killings were widely interpreted in student circles as an act of neo-fascist provocation, and could lead to a chain reaction of violent reprisals in schools and universities.

John Kirkaldy meets the new president of the Australia Teachers' Federation

Idealistic young president firmly rooted in reality

SYDNEY

As president of the Australian Teachers' Federation (ATF) has received such publicity in his first two months of office as to become a household name.

Much of this attention is due, no doubt, to his background: unlike some of his predecessors, who were middle-aged and tended more to a "little towards pragmatism", Mr Davy is young, articulate and idealistic. At 33, he is by far the youngest ever president of the ATF, with 134,000 members, is the country's third largest union.

Mr Davy is, however, firmly rooted in reality. He comes from a background of teachers with strong union links and was trained at Waga Teachers' College. His teaching appointment was in a rural single teacher school. He has taught at several of Sydney's inner-suburban schools.

"I found problems also existing in other schools, but magnified by old, dilapidated buildings, inadequate playgrounds, and a lack of resources for teachers and students to meet the intensified problems of these extraordinarily disadvantaged schools."

These problems affected every school, but particularly the migrants from Yugoslavia, Chileans, Greeks, and Portuguese. He

is made angry by allegations that education is failing the community; he dismisses claims, such as those of Professor Leonie Kramer, President of the Australian Council for Educational Standards, that schools are producing too many illiterates incapable of dealing with life. "It is the old methods, not the new, that have failed—the new have hardly had time to work", he says.

In the future he wants the ATF to campaign at every level to reverse federal cuts in education, fight the anti-education lobby, and make teachers think at a federal rather than a state level.

"At the moment 80 per cent of funds come from the states and this is where most unions concern themselves. Little realizing that campaigns for a nation-wide improvement in education are also being fought on world education, particularly in Asia."

Holland

Infant classes down in size

from John Richardson

THE HAGUE

The number of infants per class in the Netherlands will be reduced from 32 to 31 from August 1. This will create 600 more jobs for infant teachers. More money will also be made available for secondary school buildings.

The Right party Minister of Education, Dr Arie Pels, said in Parliament that the Government's measures would be made available by delaying the planned introduction of compulsory part-time education for all workers aged under 17. He said that the lowering of class sizes should be seen as a forerunner to other reforms which he hoped to introduce in a plan in May.

As the size of classes in Dutch junior schools dropped from 33 pupils to 31 last August, most educationalists are firmly convinced that the merging of infant schools (four to six years of age) and junior schools (six to 12 years) to form the new lower schools (four to 12) will now be made.

The new lower school concept was part of the sweeping package of educational innovations fervently advocated by the previous Socialist Minister of Education, Dr J. A. Van Kemenade.

Teachers' unions hope for far more from the promised May action plan than the 600 extra teaching posts offered. The number of children in the age range four to 12 is forecast to drop from the present two millions to under 1.6 millions by 1983.

If no counter-active measures are taken this will certainly mean the loss of more than 10,000 jobs, without taking into account the longer-term effects that the declining school age population will have on staffing in secondary schools. The extra cash for school building will go to about 100 secondary schools whose fabric is in a critical state due to age and overcrowding.

South Africa

Tuition offer to Soweto pupils

from Louis Hotz

JOHANNESBURG
A group of Witwatersrand University students have offered to give private tuition to secondary school pupils from Soweto who refuse to attend the state schools in the township. The university students plan to help up to a thousand Soweto youngsters.

The response to the offer has been overwhelming. The students have been swamped with applications and large numbers of personal applicants have had to be turned away from the university campus.

A considerable proportion of the Soweto boycotters have now returned to school and have been re-registered. By the end of February, 30 of the 40 secondary schools in the township had reopened. This is twice the number anticipated at the start of the school year.

The sociolinguistics division of the Human Sciences Research Council in Pretoria has embarked on a project aimed at helping to combat illiteracy among the black population of South Africa. One of the first tasks of the project will be to establish an adequate definition of literacy and to devise tests of literacy which could be applied to South African conditions.

A survey in 1975 showed that one in four adult blacks in the country was unable to read. The 1970 census found that the South African literacy rate as a whole was 39.1 per cent.

In South Africa a number of unofficial cultural and social organizations have in recent years done much to reduce illiteracy among blacks, particularly in the urban areas and among mine workers. One of the newest of these organizations was founded in Johannesburg in February with the specific aim not only of combating illiteracy but also of promoting black education among all South African blacks.



For Theatre and Club people, Educationists and those in Amateur Theatre—in fact everyone concerned with staging theatrical presentations, Rank Strand are touring England, Scotland and Wales in the Spring of 1978 with a complete and varied programme of events.

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EDINBURGH

April 18th and 19th
Edinburgh Suite, Assembly Rooms Building (entrance off Rose St.), 84 George Street, Edinburgh.

GLASGOW

April 25th and 26th
Television Studio, Royal Scottish Academy of Music and Drama, 88 St. George's Place, Glasgow.

INVERNESS

May 1st
"Bishops Palace", Eden Court Theatre, Bishops Road, Inverness.

ABERDEEN

May 4th
Teachers Resource Centre, St. Paul's Street, Aberdeen.

KIRKCALDY

May 8th
Adam Smith Centre, Beveridge Suite, Bennochy Rd., Kirkcaldy, Fife.

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As these experiences and his views that made him the Italian State Tourist Office, which together with educational and cultural organizations, are producing too many illiterates incapable of dealing with life. "It is the old methods, not the new, that have failed—the new have hardly had time to work", he says.

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TES SPECIAL INSERTS

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Sport



Knockout: Robert Smith (right), lands a winning left hook on Stanley Jones (Llandello, Dyfed).

Boxer Robert strides on in father's footsteps

by Stanley Levenson

Robert Smith, the son of boxing manager Andy Smith, had the crowd cheering with appreciation at Pontypridd Holiday Camp, Blackpool, during the national schools boxing finals.

Smith, of Kimbolton School, Bedfordshire, deprived Anthony Sharlotte (St Mary's School, Grimsby) of the chance of a third successive victory in a contest of high standard. This bout, in the intermediate 57kg division, shared the acclaim with that in the junior 33kg section in which Tom Frankham (Bushey Meads School, Herts) outpointed Gary Bishop, of Crowthill High School, Oldham. This, too, received a standing ovation at the end.

All three boys from Erkenwald Comprehensive School, Barking, Essex, emerged as champions—Richard Brain, a 1977 winner, beat Leslie Ewins (Highgate School, Birmingham), Michael Foster, runner-up last year, beat Robert Williams (Wilbraham High School, Manchester) and John Durrell

defeated Colin Foster, of Bransholme High School, Hull.

Paul Lovelace (Stamwell Comprehensive School, Penarth, South Wales) is back in a habit of going to the Blackpool finals. A champion in 1975 and runner-up in the next two years, he returned to his winning ways against Stephen Pike (Winton School, Andover, Hants).

Other durable boxing boys, winning second titles, were William Burnett (Kirkley High School, Lowestoft), Dean Barclay (Chace School, Enfield), Errol Christie (President Kennedy School, Coventry), Clement Cartledge (Easthampton Park School, Wokingham, Berks), Paul England (Tregil School, Llandello, Dyfed), Stephen Roberts (All Hallows School, Liverpool), John Hyland (St Thomas a Becket School, Liverpool), Gary Jakymel (Frederick Gent School, South Normanton, Derbyshire), Kevin O'Donnell (St Bonaventure's School, Newham, London) and Dudley McKenzie (Heath Clark School, Croydon).

Swimmers' finger-tip finishes

Richard Burrell came close to breaking the British 100 metres freestyle record in the home countries schools swimming international at Dundee.

Burrell, of Richard Taunton School, Southampton, clocked 52.95sec, just 0.1sec outside the British record.

But the two most thrilling races were in the open 400 metres freestyle. In the boys race Ian Marshall (Harris Academy, Dundee), with a time of 4:12.04, was a finger-tip and 0.26sec better than England's Richard Pevitt and there was an even closer climax in the girls' event.

Vanessa Bullock (Llantrisant) and Alison Meddle (Woolwich-on-

Sea High School) fought it out to the bitter end, with Miss Bullock (4min 32.65sec) winning by four-hundredths of a second.

One surprise for the English, but not the Scots, was the defeat of Linda Beasley, of Earl's School, Halesowen, by Beverley Rose (Bishopbriggs High School, Glasgow) in the junior backstroke.

Ireland's only winner in the 44-event contest was Cairan Hannon (St Paul's College, Dublin) who took the boys' intermediate medley in 3 minutes 12.65 seconds. England retained the championship with 37 victories and 168 points; the Scots were second (three wins and 110 points) and Wales next (three wins and 82 points). Ireland collected 79 points.

Bias in sports reporting

Mr Bryan Thomas, studying for a BEd at Sheffield Polytechnic, has won one of the 50 prizes in a competition organized by the Sports Council. His topic of bias in newspaper reporting of sport was particularly well received. He was particularly good in his analysis of the bias in the reporting of the Welsh and English football teams.

James Fraser, of the Glasgow School of Art, and Miss Caroline Rawmond, of University College of Wales in Cardiff, were the other section winners.

Girls get new gymnastics champion

A gymnastic link first for Scotland about four years ago, strengthened at the school championships in Gloucester, Mr Dietrich Spiegel brought a group of boys from Bochum, Ruhr, to compete as guests in the under-13 section.

It was while he was on a German muster at Cumbernauld High School, in Dunbar, that Mr Spiegel was largely responsible for promoting competitive gymnastics. They did well to reach the finals last year since.

But at Gloucester it was from Cumbernauld's local Greenfaulds High School, the best. They came second to the thorn, Middle School, St. Trent, by the narrowest of margins, 0.05p.

For the first time since 1974 is a new champion in the under-13 competition, Cumbernauld Middle School, Leeds. The permanent winners had been the Super-Mare, but after winning a time out of five, Warrick School, Leeds 17.65; 2, Ann's School, 17.35; 3, Middle School, Grimsby, 17.28.

Crossgates were third and in 1977 and 1976, so they are a reward for consistency.

Girls—Under-11: 1, Little School, Bristol, 12.45; 2, Alderley School, Egham, London, 12.35; 3, Tuglehurst School, Leamington, 12.35; Under-13: 1, Crossgates Middle School, Leeds 17.65; 2, Ann's School, 17.35; 3, Middle School, Grimsby, 17.28.

Boys—Under-11: 1, Bonaventure Way School, Cumbria, 15.98; 2, Greenfield Junior School, Bury, 15.75; 3, Qualiton School, Leeds, 15.00; Under-13: 1, Southwell School, Stoke, 10.28; 2, Greenfield High School, Cumbria, 10.15; 3, Crossgates, Leeds, 10.15.

Squash winners

Manchester College, Greater Manchester, won the national Schools inter-schools squash competition with a 2-1 win over Greenfield, in the final held in Birmingham.

Lisa Ople beat Sally Remond, and in the boys' final, Martin Lomoghan beat John Calder 3-0, but Martin's school, Surrey, lost 3-1 to Lynn Burt, in the semi-finals. Manchester College, Greater Manchester, won the national Schools inter-schools squash competition with a 2-1 win over Greenfield, in the final held in Birmingham.

Polys under sail

Sheffield won the polytechnic team sailing championships at Holmoe Pierport, Nottingham, in the second round of the event at Trent Polytechnic.

Eighteen teams took part in the three-day event organized by the Polytechnic of North London.

The Illustrated LONDON NEWS APRIL

Includes: METEORITE PHOTOGRAPH, PROFILE OF BENJAMIN, TOKYO NOTEBOOK, ADMIRALS IN CONFLICT, PAUL MELLON COLLECTION, GOLF 1978

Disabled: carry on Warnock

I hope that your distinguished group of contributors (letters, 17) are right when they begin with the Warnock report may propose stringent conditions for integration.

Many years ago there was no special education. In response to the special education service, it has been able to cope in many cases with the needs of children in special schools and in many cases with the needs of children in mainstream schools. One of his first aims was to integrate the children in the community. The percentage of children in special education is very small with less than 1 per cent in ESN schools. This does not seem a not unreasonable proportion of the population to need special provision; surely these children are the most severely handicapped referred to in Section 5?

A conservative estimate might be that 10 per cent of the population is backward—should not be educational reformers make their logical beginning with this group? How much progress has been made in integrating this group, since the Warnock report? What does "mainstreaming" do now for the less able?

If one were asked what would most benefit the lowest ability range of children in a large comprehensive, would not one reply perhaps:

● Being recognized and valued as a person, with the chance of success and the opportunity to be given responsibility, to be in the choir, school play, school team, art exhibition, or whatever.

● Being taught by teachers with high standards, good qualifications, and experience, who chose to do this particular kind of work, whose

motivation is high and who have some career prospects.

● Having learning programmes devised specially for individuals or groups.

● Living in a small caring community.

● Spending the day in an attractive and stimulating environment.

● Having I am describing my own ESN(M) school (or as we would prefer, a school for children with learning difficulties) and I hope I have included at least some of the Warnock report's stringent conditions. I am not aware that our practice is slipping behind—rather that our practice is somewhat ahead of the system. Should not there be many more small "special" schools, not fewer?

J. ANLEY, Headmaster, St. James School, Chesham, Surrey.

Integration is cruel not kind

The authors of the letter "The disabled do not need" (March 10) fail to recognize that except for the usually able, a handicap is a handicap, not a stimulus, and that the processes of both learning and of maturation. It is drop out and are now ready to attention to the new (in the sport of acrobatic gymnastics).

Crossgates were third and in 1977 and 1976, so they are a reward for consistency.

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LETTERS

Children know best when it comes to self-selection

Sir,—With reference to "Divided they fall" in your issue of March 10, I hope you will allow me to present the other side of the coin on CSE, O level courses.

I teach biology in a Welsh comprehensive school and fortunately our O level and CSE syllabuses are only marginally different in content. For seven years my department has set its face against selection and all our fourth and fifth year biologists are taught in mixed ability examination sets. Of course this does not include children who do not want to take an examination in biology at all. All those who take biology are volunteers.

We leave the decision on examination entry until the last possible date allowed by our examination authority. The members entering from O level and CSE vary greatly from year to year. I emphasize

to the pupils that it is their choice. If they want to work hard enough to reach the standard for O level entry, then it is up to them. Many earnest but not intellectually brilliant pupils do this. What they lose on the problem-type exam question they have to make up on the recall-type. Other children start off in the fourth year, when our course starts, with good intentions but fail to keep up the good work and so have to content themselves with CSE.

Children evaluate their performance, much more accurately than adults do on their behalf and this crude system of self-selection works very well.

P. G. ARTIN, Priors Comprehensive School, Llan y Bryn, Bangor, Gwynedd.

Source of insecurity

Sir,—I am saddened that the announcement of an inquiry into mathematics should be made in an atmosphere of pessimism and teacher bashing.

I welcome any inquiry which may throw light on ways in which teachers of mathematics may do their job more effectively, but as one who works with teachers, both in primary and in secondary schools, I am aware of the dedication which most teachers bring to their work and the patience and perception they show in helping children to learn.

I find it rather depressing, therefore, that Miss Fookes spoke in the Commons yesterday about "the flood of evidence suggesting disquiet at all stages" and about "finding

out which children were most at risk". I guess that the effect of such an attack on teachers is to make them feel less secure, more vulnerable and therefore less likely to offer effective help to their pupils.

It is surely time we stopped behaving as though the ills of this country were directly attributable to the inability of school leavers to do arithmetic and that the teaching of mathematics is really very easy and that teachers up and down the country are wickedly neglecting obviously successful pupils for the sake of having some irresponsible fun with their children.

D. C. BALL, Head of Mathematics Department, College of St Mark and St John, Plymouth.



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Can Britain and America learn from each other's experience?
Edward Solomon, a former school principal in New York City, offers some thoughts
on a recent visit to Britain: Malcom Cameron, head of
a special school in England, who has just spent a year looking at the American
system, concludes that the present one in Britain is
wrong for teachers, parents and children

Promising a rose garden?

Edward Solomon

Having suddenly discovered that the handicapped were being shunned against and neglected, the United States Congress in 1975 passed the Education for All Handicapped Children Act.

Its implementation was begun more than a year ago, and since non-compliance meant the withdrawal of Federal funds, states, cities and towns quickly began to formulate action programmes for handicapped children. Boards of education re-examined their programmes and revised their plans, making certain that handicapped children were no longer isolated, but instead were given a less restrictive environment, compatible with the child's needs, and free of stigma.

Mainstreaming, or integration, was the keystone, since the law's intent was to equip the handicapped student to participate fully in society. Not only would mainstreaming aid the handicapped, it would also help the non-handicapped to deal with a segment of society which for so long had been a source of fear and suspicion. The law's intent was to make the handicapped a reality that had hitherto been a collective conscience.

Having been the first school principal in New York City to insist on mainstreaming the full spectrum of handicapped students, I am vitally interested in what will now happen. Will we accept mainstreaming as a means of placing handicapped children into regular classrooms, with supplementary aids and services provided where needed; or will we subvert the idea, and force these children into regular classrooms without regard to their special needs?

The new law insists that each handicapped child be screened for placement by a committee on the handicapped, with parental approval mandatory. For each child so placed, an Individualized Education Programme (IEP) must be devised and implemented by the school. The programme will include a statement of the child's present level of achievement and performance, of annual goals, and a list of specific educational services to be provided. In short, the law is a bill of rights for the handicapped student.

Because I did not have the authority of law, I found myself shackled by indifference, and curbed by antagonism when I attempted to put my programme into force. The special educationists were alarmed by my incursion into their territory, and the "normal educators" frowned at my acceptance of another responsibility.

But parents of handicapped youngsters were eager for the programme, and their pressure made it possible to begin. Parents of normal children were indifferent, and the staff non-committal, wary that our new programme might mean much extra preparation with no financial or fringe benefits.

The programme took hold and worked today. Rachel Carson Intermediate School is the mainstreaming prototype in New York City. Its success lies in the fact that children have fewer prejudices than the adults around them; they accept and cope.

The 28in dwarf is protected by his peers as he makes his way from classroom to lunchroom. The spine-bifida child is wheeled to and from activities by boys and girls of his own age. The cerebral palsy girl makes herself under-

stood in class, despite the infinite patience needed by teacher and classmates. All areas of the school contain a natural mix, and there is no averting of eyes or avoidance of responsibility.

Since little was being done in the United States, and I was curious to know what other countries were doing to educate and integrate their handicapped, I visited the Republic of Ireland, England and Scotland, viewing their schools and interviewing their educators. What I found was discouraging in the short term, but hopeful for the future.

In Ireland I was impressed by the well-meaning educators, who were kept from making progress by lack of money. The idea of mainstreaming was just being proposed; the difficulty in achieving it was tremendous.

Except for Dublin and Cork, Ireland's small population is scattered, and its 90 special schools are primarily centres for the mildly and moderately handicapped, along with some emotionally disturbed. In Dublin there are about 100 special classes for a loosely defined group known as "dull and backward". Included here are the mildly, moderately, and severely handicapped.

The Irish admit the need for integration, and acknowledge the growing demand for its immediate implementation. Unfortunately, the old school buildings have no facilities for the physically handicapped, and there is little money for renovation. To their credit, however, they recognize the need, and are willing to press for change. One spokesman said, "Special education is not the exclusive domain of special schools. In the future more and more handicapped children will demand education in the setting of the normal school. This will have implications in the planning of new buildings".

In Ireland, as in England and Scotland, the persistent problem seemed to be what to do about the disruptive student and emotionally handicapped pupil. Here was a new and burgeoning school population for whom no successful programme had been devised. Was this a new handicap requiring a new label?

In Ireland, the United Kingdom and the United States this group has begun to take an inordinate amount of time and attention, and educators are fearful that other groups, both handicapped and non-handicapped, will suffer neglect. The Irish, suffering from a depressed economy and inflation, are now being drained by this school problem, and progress in mainstreaming is being held back.

In England, integration of the handicapped is in full swing. In integrating the handicapped, the Department of Education's working party published by the National Fund for Research into Crippling Diseases, 19 recommendations are made, including:

Set up resource centres in selected schools so that children with particular handicaps can get the help they need. Involve parents fully in the choice of their child's school.

Develop integration schemes. Make all future educational buildings totally accessible to the disabled.

The report insists that central government must give a clear lead on integration since "the alternative is inevitably a development which is likely to be patchy, unsystematic and uncoordinated". Colin Lowe, a blind lecturer in law at Leeds University, claimed that only 11p service was being paid to the

need for integration, and that out of 150,000 children classified as handicapped, only 35,000 were in ordinary schools.

At a conference on "Integration? The Special Education Issue" in London, a full examination of the controversy was aired. Chaired by Lady Plowden, the conference featured as principal speakers a physician, a primary headmistress, and the head of a large comprehensive.

The physician had organized opportunity classes at the pre-primary level for children who were mentally and physically handicapped. Because he felt that the human soul could not abide segregation, he provided for those classes in regular schools where the handicapped could mix with the normal, and where parents of both groups of children could exchange ideas and experiences.

The doctor did not deny that the handicapped had special needs. He felt they could be provided for with peripatetic advisers and resource rooms. "If integration means making whole, then why segregate?" he asked.

He deplored the labelling which broke down disabilities into narrow definitions, and fragmented the education of the handicapped.

The headmistress offended the disabled in the audience by proclaiming: "We have been delighted to accept the handi-

capped." This gratuitous welcome often made by those of us who accept the handicapped into a well-integrated society, and who are concerned with the sensibilities of teachers, who she felt would be "other" children.

While she was right to insist on preparation before introducing the handicapped children, she did display a common fear and insensitivity. Because of the handicapped children were sent to her without a supervisor, she deplored the fact that she had to spend an inordinate amount of time with them, while the rest of the school population was neglected. She appealed for both pedagogic and administrative help.

The head had 1,500 children, very handicapped. His school was not only fully geared to house them, but ramps, elevators and special lavatories. Despite this, he realized that integration was essential if only for all of us to become more keenly aware of the disabilities, rather than the disabilities of the handicapped. He deplored the fact that handicapped students were sent without resource help, creating many problems and hindering the mainstreaming process.

One significant issue raised by the heads was the lack of a forward-looking programme which planned for placement and progress from the early years through secondary school.

Discussion revealed that there were two opposing groups. The special educationists argued that they, and they alone, knew what was best for these children, and that only in sheltered areas, with specially trained staff, could the children grow and progress.

The integrationists insisted that there must be less labelling, fewer special schools and more mixing with regular classes. The head of a special school vehemently in his denial of mainstreaming yet no less eloquent was the paragraph who pleaded to be integrated into school and society.

The Gatehouse Learning Centre, a privately run Montessori school in London's East End, allowed me to see mainstreaming in action. The founder, and headmistress, admits children from an applicant list; if the child is handicapped, so be it.

I saw Mongol children working hard with their normal peers, and physically handi-

capped children being carried or pushed in wheelchairs by their more able classmates. There were no special arrangements in this old Victorian building, just normal routines being followed.

The open classroom style meant children progressed at their own rate. Where older children had to work in younger groups because of slower growth, there was no discernible difficulty.

The teachers were an unusually dedicated group, claiming few unassigned tasks, always available to teach their sub-handicapped children who decided to visit their classroom. The children had to fulfil a requirement, and they chose the time and time of their attendance in a particular room.

The teacher, at any given time, could have no students, or many from different grade levels. Half-time resource teachers provided more intensive tutoring for those in need of remedial help, and for the more disturbed.

The Scots suffered from a money shortage and entrenched interests. Integration was the rising philosophy, but old buildings, a special education cadre difficult to convince, and low budgets made change a slow process.

An example of the new movement was the Kames School, on the outskirts of Edinburgh, where visually limited children aged five to 17 attended school in a new building planned just for this purpose. They were segregated, but the headmistress had insisted that the school be placed on the campus of an existing secondary school, so that an interchange of students could occur, and with the hope that an eventual merger would take place, with the two schools becoming one and the special plant providing resource room space.

The process had already begun with the sharing of art and music teachers, and children moving between the two schools for French and science. One trade-off proving the secondary school was the Kames School's ability to handle the troubled and disruptive "normal" child.

These disturbed and disturbing young people welcomed the chance to spend time in the free atmosphere of Kames, and felt no stigma attached to working alongside a double-handicapped child. This was one of the few schools in the Edinburgh region where headmistresses and staff believed fully in, and worked diligently for, mainstreaming.

There is a similarity of problems, concerns and difficulties in the United Kingdom and the United States. The programme is extremely costly, and funding not easily obtained. Also, can one deny the demands of parents who insist that their child's needs shall not be sacrificed to the demands of the handicapped? Do we, for instance, give every child an individualized education programme, and permit all parents to have a say in their child's placement?

What will it cost us to renovate existing facilities for handicapped use, or to build with these needed additions? Since teachers need retraining and training, will there be sufficient funds to pay for these programmes?

Our purpose in insisting on mainstreaming is questioned. Will the profoundly deaf be welcomed into society, or will they still have to cope in a non-caring environment once they leave school? Will the retarded be able to work and produce outside the institution's walls, or will they be forgotten once the graduation exercises are over? Are we promising the handicapped a rose garden which does not exist?

My own experience has taught me some elemental truths. Few elect to be isolates; most seek inclusion into the main stream. A segregated society is evil, whether the segregation is by colour, creed, religion or degree of handicap. Money has often been the excuse used to discourage and to defeat. Remember when free universal education was deemed to be too expensive? When all social services were said to be too costly, especially when the group benefited was poor or politically unsophisticated?

What we really should ask is: "Do we have any right to exclude?" Those who believe in the "cocoon philosophy" of special education assume a higher authority, given to them by no one. They have taken unto themselves the role of protector of the handicapped and guardian of the collective conscience. We must ask them to relinquish their hold, and permit the handicapped to speak.

Mainstreaming is no panacea. It will not straighten a limb, close a spine, or return the sight. It will, however, remove a stigma, and may very well elevate the spirit. "A man's reach should exceed his grasp, or what's a heaven for?"

Edward Solomon was formerly principal of Rachel Carson High School, New York City.

three are already in operation in varying degrees in the United Kingdom:

- ★ Help given in the ordinary classroom, perhaps with the support of a resources room or centre.
- ★ Help given in the ordinary school, perhaps involving part or even full-time extraction within the school.
- ★ Help given in a segregated institution, usually a school, but possibly in hospital or at home.

I believe we should be looking hard at the first two methods and doing what can be done to minimize the need for the third.

Where slow learners are to be retained in ordinary classrooms, there must be adequate additional staffing. If the resources flow is right, this does not necessarily mean extra teachers. Auxiliaries can help administer programmes under the supervision of the classroom teacher; such arrangements work well in the United States, some even involving parents and students in a regular time-table of teacher help.

Where would an expansion of integrated special education leave the special schools? Should teachers view with alarm a trend which may see them out of a job? Not at all; there will always be a proportion of children with a need for special protection, as well as special education. Change will of necessity be slow, and need not pose a threat to professional teachers or to well organized and flexible special schools.

Some changes are already detectable. Ideas about integration are finding increasing favour in schools for the physically handicapped, partially sighted and partially hearing. In schools for slow learners, experiments are being tried where ESN(M) and ESN(S) pupils are mixed, sometimes in a multi-approach school having an assessment unit and perhaps a speech and language disorder unit all under one roof. Other ESN(M) schools are pursuing the resource-unit approach suggested recently by Shirley Williams.

There are only three basic methods of dealing with a different learner. All three may be described as special education; all

leagues, they find many of their methods will not transfer. There is minimal liaison between primary and secondary schools on ways to keep the slow-learning child within the mainstream system. The special schools themselves, unwaveringly sure of their specialist role, encourage early segregation by asking for clients as young as possible.

Special schools do little to increase the professionalism of the ordinary school teacher. They swallow up money and expertise which might be better diverted in large measure to support flexible mainstream educators. The existence of special schools, coupled to ordinary resources made available to ordinary schools, can mean that even very good teachers give up trying long before they have run out of ideas, patience and good will.

The segregation of people brings the segregation of ideas, and there is insufficient exchange of ideas between special and ordinary teachers, to the detriment of all.

We do not take parents' wishes into consideration nearly enough. When special education is being recommended alternatives should be offered, and if they do not exist, the shortages in the system should be admitted. No child should be transferred to any kind of special education without a clear idea being given to parents of exactly what areas of the child's attainment and adjustment will have to change before reintegration will be possible.

It should be compulsory for the referring school to explain to parents exactly why the child cannot remain in their system, and exactly what will be required for readmission to be possible.

The fact that some of the parents of slow learning children may themselves need slow and careful explanation should be understood by the busy professionals concerned.

There are only three basic methods of dealing with a different learner. All three may be described as special education; all



A blind child at play with others in the Gatehouse playground.

Segregated thinking

Malcolm Cameron

In 1975 some 60,000 children stopped being ordinary and started being special. Schools for slower learners (ESN(M)) up and down the country are full; business looks good.

I sat recently in the office of a middle school head when he was explaining to some parents their son's impending placement in a special school some distance from their neighbourhood. The head said to the apprehensive but surprisingly resigned parents:

"It will be for the best. We just cannot provide for him here. He must have a much smaller group, specialist teachers and an individualized programme, given at his particular pace. All these things are available at the special school but not in this one. I am sure you are doing the right thing."

Having just spent a year looking at the largely integrated American special education system, I return to wonder if we are not very often doing the wrong thing—wrong for schools and teachers, wrong for parents and children.

So long as special schools exist there will be a segregation-integration argument. Some of the most frequently heard points in favour of segregation are:

- ★ The retarded child in the ordinary classroom may suffer from loss of self-esteem because of an inability to cope with the demands and expectations of the mainstream programme.
- ★ Slow learners kept in ordinary classes, with resources and work programmes aimed at the majority, may well produce the disruptive behaviour

which so disturbs the falling child and upsets teachers and other children.

★ A small class offering individualized instruction would seem to guarantee the better academic learning would take place.

★ An homogenous grouping by ability should lead to more effective learning.

★ A lowered peer group and teacher expectation would seem to offer greater security and chance of progress.

★ We have got the special schools so we might as well use them.

★ Providing staff and resources to implement special education within mainstream schools would cost a lot of money.

These are some of the arguments in favour of integration:

★ Parents and children do not like the idea of special schools. To verify this do not ask them after the transfer, when there is no alternative to special schools on offer, but before.

★ Teachers of younger children do not like the idea of special schools. Do teachers only endorse a transfer when they realize there is no chance of adequate special education without segregation?

★ Retention in the ordinary school is preferable, since the special school later resented children from many social backgrounds, thereby restricting their opportunities for learning interpersonal skills.

★ There is little evidence that support programmes for students help them to achieve better results than the ordinary classroom.

★ A recent American review of the relative merits of ordinary versus special class placement for slow learner fails to come up with con-

clusive evidence that one is necessarily better than the other.

★ The stigma of mental handicap still strikes hand-in-hand with segregation.

★ So often when we are considering what we feel to be the benefits of special schools, we do so without very much in the way of alternatives with which to make comparisons.

★ Whereas transfer back to mainstream education from the special school is possible at any time, in practice this is extremely difficult, and rarely achieved.

I first read about Section 10 of the Education Act while sprawled on a sofa in California a year ago.

Against the American system it seemed commonplace enough: it is only on my return to the cloudier British scene that anomalies in the way we have developed special education have struck me with some force.

We have set up a system which encourages educators to see ordinary education and special education as distinct and separate. The very existence of special schools militates against a change of thinking. There appears to be no proof that special education offered in ordinary schools, with suitable staffing and resources, would be any worse than that offered in special schools, and there are many reasons it may be better.

There are many primary schools which, in spite of having a representative cross-section of pupils, rarely refer a child to a special school. The popular and cynical explanation of this is that staff are unwilling to admit failure. But these teachers are often proving just the opposite.

By devising individual work programmes, making lots of apparatus, using teaching machines, inventing games and arranging extra help from parents, auxiliaries and students, some of these schools are providing successful special education in an integrated setting. They are turning their own roof.

When the time comes for these teachers to pass a child to their secondary colleagues, they find many of their methods will not transfer. There is minimal liaison between primary and secondary schools on ways to keep the slow-learning child within the mainstream system. The special schools themselves, unwaveringly sure of their specialist role, encourage early segregation by asking for clients as young as possible.

Special schools do little to increase the professionalism of the ordinary school teacher. They swallow up money and expertise which might be better diverted in large measure to support flexible mainstream educators. The existence of special schools, coupled to ordinary resources made available to ordinary schools, can mean that even very good teachers give up trying long before they have run out of ideas, patience and good will.

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There are only three basic methods of dealing with a different learner. All three may be described as special education; all

Integration will bring many more career opportunities for teachers interested in special education, and not simply in special schools. For example, I.e.s.s may decide to form Special Education Districts, clusters of schools centred on a resources unit. Such districts would work alongside ordinary education, and would provide all the teachers, resources and administration for the special education offered in that district. Teachers might be employed in an ordinary school classroom where an in-class integrated system was operating, or in an extraction class or school-based resource unit.

The district would need an administration and a nerve centre from where educational psychologists, speech therapists and other relevant disciplines would work. There would be important liaison and co-ordination jobs to be done welding together the teaching efforts of ordinary and special education teachers. Colleges of education might well offer more specialist training for special education teachers, and there would be further career opportunities here.

Whatever method of organization is adopted, integration will cost a great deal more money than is at present spent on special education. That should not deter anyone from aiming at an ideal. Change will require patient discussion and planning on a large scale—to try to impose integration on an unprepared teaching force would be an unthinkable folly.

The proposed Section 10 of the Education Act 1976 and the impending Warnock report are creating a sense of unease within special education. It is an uneasy born of segregated thinking—both sides of the educational fence feel threatened by what they feel to be alarming change. Perhaps more talking across the fence would be a good beginning to a reduction in tension, and a good beginning to a new spirit of cooperation in special education.

Malcolm Cameron is head of Billing Brook Special School, Northampton.

22 Commercial Studies

Management games

Philip Sykes assesses their value in training

Like an elephant, a management game is difficult to define, but easy enough to recognize when you see it. A simple and well-known definition is: "A case study with feedback and a time dimension added." A case study depicts an actual or fictitious situation in which students have to analyse and discuss the appropriate action required by the particular circumstances. It is thus a static and open-ended exercise—as compared with a game which is in the form of a continuous loop, where the student's choices or decisions are repeated over a number of rounds (each of which may represent a specific period of time such as a week or a month). See diagram above.

The other notable feature of games is that they (like the business they represent) are competitive. The students will usually be striving to achieve better results than anyone else against the stipulated criteria (to make more profit or achieve a lower product cost than his competitors). Four features identify a game:

A representation of an actual or typical business situation. Of necessity, a game simplifies real life and sometimes distorts it in order to make a particular point. The element of competition between players.

The feedback to the students of the consequences of their decisions and the opportunity for them to make further decisions which take account of that experience.

Some form of time-relation. Management games are the direct descendants of the ancient war games of which chess is the most widely known. This type of game, which is a symbolic representation of war rather than a simulation of combat situations, was transformed by the German Army's adoption of "Kriegsspiel" during the nineteenth century. The principal features of the German game were that real maps and tables of "firminess" were employed, and the element of chance was represented by dice.

The application of war-gaming techniques to business began in the United States after the Second World War. The pioneer was the "Inyard" game (first published in 1958). Since then the growth of business games has been rapid, and more than 2,000 packaged games are now catalogued in the United States alone. The technique spread to Britain mainly through the activities of the late Desmond Lloyd, who (with Clive Loveluck and two others) founded MGL in 1962, and Chris Elwood, who has written and taught extensively in this field.

From the point of view of those who take part in the game, it has these advantages:

1. The characteristic that is common to all games is the motivational element or the "game" involvement it gives to the participant.

2. Games enable a participant to discover for himself the managerial problems of a business situation and to choose between alternative solutions according to his strategy and priorities.

3. In this way, a game fosters the analytical and decision-making skills and, to this extent, a game's simplification of the complexities and value judgments of the real world is an asset. As a teacher, the game provides a means of providing a more effective contribution to his organization.

4. Games provide the necessary mental disciplines upon an executive in regard to the organization of his own time, and the allocation of priorities, thus helping him to become a more effective contributor to his organization.

Organizational theory is demonstrated, particularly in establishing an effective structure and co-operation, and communication between members of a management team. Games may also be used to help specialists to appreciate the views of other departments.

Many games feature the exchange of information between participants to draw conclusions from the information. This is a situation that frequently prevails in business. The importance of stating objectives and constructing plans, forecasts and budgets for an organization's future development may also be reinforced by a game.

From the point of view of the instructor or training officer the game:

1. Presents teachers and students with novel situations that cannot be solved by "cook book" knowledge or conventional wisdom. Consequently, a level of freshness and novelty is generally maintained.

2. Is likely to reduce personal tensions and even antagonisms in the classroom when few direct judgments are required. The instructor's role may be as interpreter of, or guide to, the game, but he does not have to pose as judge, jury and executioner.

3. Illustrates and consolidates management principles and techniques already referred to in lectures, etc. Acts as a motivating force in the learning process, providing change of pace and stimulating interest.

4. Highlights personality traits in the participants that would not be readily apparent during conventional education. To this extent, it may save an organization the expense of appointing an unsuitable person to a position of responsibility.

Although it is difficult to be categorical about the worth of management games (as compared with lectures, case studies, private study, etc.) without being given the teaching context, some useful research was carried out by A. Z. Jankovics on the subject in his book *The Administration, Use and Validation of Management Games* in U.K., 1977. His findings were ranked as the most valuable teaching method by the majority of respondents. As a matter of interest, the order of ranking was:

1. A game used as part of a course; 2. a case study; 3. a lecture; 4. an in-class exercise; 5. a lecture; 6. a game used by itself; 7. self-study.

A further analysis of replies to this question revealed that respondents were less inclined to refer them to new material, illustrating principles already taught and providing a structure to the course of experience.

The three main methods used to examine the value of games before/after studies of gain. They showed that the games really do have a strong effect on the learning and motivation of students.

Games are not a panacea for all training ills. They do not do success without effort but they do complement and reinforce the use of lectures, films, slides and programmed material in a unique way. Put it this way: the game should be to the training officer or learner what fine sandpaper is to the cabinet maker—the glass on a good piece of craftsmanship.

Perhaps I could leave you with this parting thought: "A game is like a kiss, interesting to read about, but much more interesting to participate in."

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23 Commercial studies

Firm behaviour

Andrew Robertson considers a work of micro-economics

The Theory of the Firm By P. J. Curwen

Macmillan. £8.95, £3.95 paper. 333 pp. 1977

A group of senior executives discussing pricing policy among large firms heard one of their number from the detergent industry ask another from an oil company why prices of petrol at the pump were so uniform. "Perfect competition," was the prompt reply, greeted by a howl of sceptical laughter. Here indeed was the world of economic theory meeting the "real" world—the all man joined in the laughter!

Part I of Mr Curwen's book on micro-economic theory is devoted to a clear description of the somewhat unrealistic classical theories of economic behaviour beginning with the unlikely state of perfect competition (which implies the equally improbable state of consumer sovereignty), describing monopoly (two firms and price cutting or collaboration), monopoly (the pure state of which is again theoretical rather than actual), monopolistic competition and oligopoly and bringing in for once the theory of games (the impressive zero-sum phrase means that whatever A wins B loses). The section concludes with a chapter on the difficulties facing a firm attempting to enter a monopolistic industry, but once again there seem to be discrepancies between theory and practice.

In the second part of his lucid

little book Mr Curwen tackles pricing policies, in which firms seem to pay more attention to cost and mark-up than to their competitors' likely reactions, but those have to be seen in the light of the level of concentration in the industry. He also looks at the separation of ownership from control, the development which has led to the supposition that directors are unlikely to be able to keep their managers from making their own decisions, leading in practice to the making of "satisfactory" profits ("satisficing") rather than maximizing them, an apparently unattainable goal in reality. Owner controlled firms grow faster and make more profits than management controlled firms, according to one piece of research reported here.

Biological theories of the firm, treating them as organisms, appear not to reflect reality—for one thing, though it is not said here, a limited liability company is immortal! Moving on to consider the behaviour of the constituent managers in a firm it is hard to resist the conclusion, supported by the work of Williamson (contributor to that celebrated text by Cyert and March, *A Behavioural Theory of the Firm*), that any "utility maximization" indulged in is for their own benefit rather than that of the shareholders. For example, staff expansion carries promotion in its wake and is also "a source of security, power, status, prestige and professional achievement."

This is a useful and nearly packaged summary of firm theory which will quickly put any student on his feet with this segment of economics, even if it may leave the practically minded feeling that there is still a wide gap between the idea and the action.

Making money

The Rise of Big Business. By C. Northcote Parkinson.

Weidenfeld and Nicolson. £5.95. 0 297 77327 5.

This is an historical prelude to the author's successful *Big Business*, published three years ago. It is highly readable and a bit biased—Professor Parkinson considers that most economic history is written from a socialist viewpoint, and he wants to redress the balance; the heroes are the captains of industry, not the workers.

Parkinson begins with agriculture, or more properly land-ownership, which in Britain in the seventeenth and eighteenth centuries had many of the characteristics of modern big business. A country house was the head office of a complex organization with a large hierarchical staff, and its aim was to make money. Land-owners certainly had great political power—Parkinson contradicts himself on this point though, saying that having power is one factor which distinguishes big business from business, but later claiming that the armaments industry in the first half of this century had none.

Apart from land-ownership the precursors—and prerequisites—of big business, big finance, transport and communications. Parkinson considers that in the United States some of the railways and the biggest telecommunications firms were big business, while in Britain no railway magnate quite made the grade, and from an early date the telegraph and the telephone were publically owned, and thereby disqualified.

It is with steel, petroleum, chemicals, rubber and armaments that modern industry, dominated by giant firms, got under way; Parkinson tells their stories from earliest beginnings—Samurai swords made from over four million layers of steel, would-be chemists around as sorcerers, and so on—then describes the scientific inventions and financial machinations which led to the establishment of today's multinationals. A final section describes the rise of the major automobile, aircraft, electric and electronic firms.

Catherine Basham

Money matters

by David Whitehead

Making the Most of Your Money by Edmund Fingleton

Farran Publications. 65p. 0 7088 0990 1.

How to Survive Inflation by Henry Tech.

Pitman (1975). 0 273 00198 1.

The Careful Consumer by Joan Stewart.

Heinemann Educational. 95p. 0 255 42380 4.

Money is hard work trying to be a rational consumer. One must not only have a great deal of comparative information at one's finger tips, but also be able to make a number of calculations in order to see that one ends up with the best buy. Indeed, there is now a specialized industry of organization writers concerned with consumer protection and education.

Slowly (some would argue far too slowly) this information is filtering into the schools, and these days are all capable of meeting and how to interpret audited accounts.

Fingleton includes how to open a bank account, how to borrow, the best methods of saving, insurance, home buying and so on.

Most pupils leave school ignorant of almost all these "consumer education" topics. This guide provides simple explanations which make for easy reading; it should enlighten school economics and commerce courses, as well as enable the general reader to make more economic decisions.

In contrast the inaccurate definitions of inflation in the introduction to *How to Survive Inflation* and the use of jargon such as "How to deploy one's liquid resources" are not encouraging. Otherwise this is a workmanlike explanation of personal finance. A specially intriguing chapter shows how profitable house purchase on a mortgage can be in inflationary times.

The depth treatment of capital gain and transfer taxes indicates that the author is writing for fairly affluent readers. Two original chapters outline how to deal with inflation when setting up in business, and how to interpret audited accounts.

While Tech reads as though it is written with men in mind, Stewart is implicitly aimed at the woman consumer. It strongly deserves a place in consumer education courses (for both sexes!). It is stylishly designed and the treatment is sensible without being patronizing. Whatever the complaint, this book explains the best way of making it.

An Introduction to Economics by J. C. Pawlicke and P. H. May (3rd Edition). £2.50. 0 7131 0088 5.

Edward Arnold. £2.50. 0 7131 0088 5. This latest edition of a well-tried O level textbook omits some descriptive passages and makes more use of diagrammatic tools of analysis. The text is interspersed with exercises, and there is a glossary of economic terms.

British System of Taxation. HMSO. 90p. 0 11700917 2.

This pamphlet outlines the structure of taxation and gives details, with examples, of different types of tax. A supplement gives the main proposals of the spring, 1977, Budget and the amendments to the Finance Bill to that date.

Modern Office Practice

This book, replacing *Modern Business Training*, will be of use to all those engaged in studying commerce. Recent legislation has been considered and discussed, and the use of modern business machinery is described. A comprehensive Bibliography and an extensive Appendix detailing sources of information should be invaluable to students and businessmen alike.

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Holland: obstacle or answer?

Gregg Shoop

For some months I have been developing a course for unemployed school-leavers. One of the first hurdles has been deciding what to provide.

One might think the Holland report had overcome this problem; fully colleges are implementing the Manpower Services Commission proposals as if they were "received wisdom". But precisely because its analysis is detailed, its suggestions apparently relevant, and its preferred funds conditional, it is as much an obstacle as an answer.

What are its objectives? Although it predicts worsening youth unemployment, it hesitates to acknowledge the structural nature of the condition, thus avoiding unequivocal identification of its cause, namely industry's reduced labour demand.

Instead, the commission has explained youth unemployment largely in terms of the characteristics of the unemployed school-leavers, and proposes training as a solution to their apparent unemployment. This would reduce apparent unemployment and retain a pool of labour for the time when the economy refuels. But meanwhile it puts further edu-

cation in the contradictory position of having to "cool out" potentially disaffected young people and prepare them for work.

I am encouraged by colleges where the hypocrisy of training the unemployed for non-existent or inappropriate jobs is rejected. Most would be "Holland students" want jobs, but until these are available, there exists an opportunity for making an educational provision available to a "leisure" group for which further education has been a closed book.

Such courses characteristically conceive of the problem as one of lack of employment, not unemployment; do not promise work on completion, but anticipate other exits such as training, education, or even the dole; emphasize general education; and are locally funded, part-time, or a combination of both.

The unemployed status of the students is not disguised, but used as a touchstone, and practical solutions based on an understanding of the social environment are pursued. The timetable can permit job-searching and qualification for social benefits by being limited to 18 hours a week.

Curriculum would almost certainly include basic English and arithmetic, but also an element of social studies intended to lead to an understanding and ability to act effectively vis à vis unemployment, work, community activities, etc. Any experience in vocational and commercial skills should be as much an exploration of interests and abilities as an occasion for training.

In addition to interrelating the various components, thought could also be given to the following ideas: use of an industrial tutor, possibly an unemployed or retired person; dispersal of the group according to individual concerns and availability

of resources; locating the course within the general studies area to ensure breadth; organising on a modular basis and without fixed length so as to afford a "roll-on, roll-off" facility, allowing other opportunities to be taken up, if and when they occur; and using a course away from the main college site.

Provision for the young unemployed can be expected to raise objections from some staff on the grounds of limited resources or expected student behaviour. Such objections must be dealt with realistically, but they must not undermine objectives. Concern with behaviour often goes hand in hand with attitudes about employability, the result being that screening procedures exclude many whom the schemes are meant to help.

If one believes youth unemployment can be explained largely in terms of the characteristics of the unemployed, the Holland proposals will appear attractive. If one does not, such an approach will not appeal.

Gregg Shoop teaches at Haverhill Technical College.



group which promotes action and discussion on environmental issues among students of secondary school age, has issued two free bulletins on nuclear power, one putting the case against, the other setting out possible alternatives. YEA hope the bulletins will be useful in stimulating debate in schools and youth clubs, particularly in the weeks immediately before and after the mass rally planned by Friends of the Earth for the end of April.

Copies (send s.a.e.) available from YEA, 173 Archway Road, London N6 5BL, telephone 01-348 9030.

● *Books for a Changing Britain* is a pamphlet compiled by the Leicestershire branch of the National Association for Multi-racial Education. It includes lists of books in such categories as folk tales, stories, poems, religion, racial differences, and background reading for teachers, as well as a list of bookshops specializing in literature from India, Africa and the Caribbean. Available from Valerie Glass, Shepton Primary School, Dunlin Road, Leicester LE3 5PE, 25p including postage. Cheques to be made payable to "Leic NAE".

● The National Press Association is running an essay competition on "How should religion be treated in schools?" Entries should be no more than 2,000 words, typed or written on one side of the paper only, with name, age, address and class of entry. Class A is for those under 19 still at school, Class B for under 19s, and Class C for over 19s. The judges are particularly interested in descriptions of personal experience or proposals of reform. There are prizes of £20 and £10 in each class of entry; winning entries will be published in the RFA magazine, the *New Humanist*, closing date May 1.

Do-it-yourself back up

Gregg Jefferies

Some years ago I wrote an article, "A Dream of Taming the Dragon in Three Easy Stages" for the TES. It dealt with ways in which resources for schools might be dealt with at three levels: local, regional and national.

It seemed to go down like a lead balloon, but here in the West Country we have been quietly working away at turning the dream into some kind of reality.

Two years ago the centre was approached by two of its small county primary schools with a request for the copying of *Words and Pictures* (a BBC TV series for infants) worksheets, which are included within the teachers' notes. We looked carefully at the material, checked the copyright, and said that we would do the job.

The schools had asked because, being small and therefore poor, they could not afford the handbooks in the kind of quantity they required. Lacking stencil cutting equipment or duplicators of the right kind, they could not carry out the suggestion that they do their own copying.

It occurred to us that there might be other schools in the same situation, so we contacted those in our area. The response was so great that we decided to ask the other centres in Somerset to do the same with their schools. We ended up with orders for 2,500 sets of worksheets—50,000 sheets of paper.

Using a Remington stencil cutter and an ink duplicator, we were able to meet the order in the two weeks available before transmission of the first programme. Distribution was primitive, and still is, the warden loading up his car and taking the collated and counted parcels to the local centre, from where the schools collect them.

In a county like Somerset one is talking of distances of 30 miles between each of the main centres; in a smaller or more populous area the distribution problem is more easily solved.

One is aware the BBC run at a loss in the production of the software which accompanies their transmissions. One is also aware that many schools cannot afford the kind of back-up such materials provide, and therefore do not use, or do justice to, some of the excellent transmitted material.

This kind of local enterprise provides an answer. More children are exposed to an excellent series, the package is more meaningful because of the worksheets, the l.e.a. is saving something approaching £3,200 a year, and the centre makes a small profit.

I suggest the TV and radio stations start to think of working with such local resource agencies. It is important they explore the possibilities of this kind of liaison. A properly timed delivery of original material such an approach could be extended to cover all kinds of back-up materials.

It could be done with each local, or more logically, at one regional centre. The initial cost of a handbook or set of pupils' worksheets would be more costly because the initial run would be smaller, but the ultimate cost to each school would be much smaller.

Resource provision is either parochial and school-based, or carried out by commercial means constantly looking at profit margins and mark-ups. There is a cold logic in our system which is firmly based on the assumption that one of the most valuable services centres can offer is in saving teachers time their most valuable commodity.

If our larger schools were properly equipped, there is no reason why they should not work on a consortium basis with their local primary schools in the development of resources. Some do, but not many, and the list of excess is not doing so is legion. Local centres have an important role, and although often inadequately equipped and staffed, theirs can often be the take-off point for local resource provision.

Schools are at fault in not establishing priorities for the kind of resources units they establish. Now, two years later, I have grown tired of seeing equipment on all kinds of equipment, bored by the vaunted resource units in some primary schools, depressed by the willingness of my colleagues to spend money they never ask the reason why, and often they are simply a manifestation of yet another bandwagon.

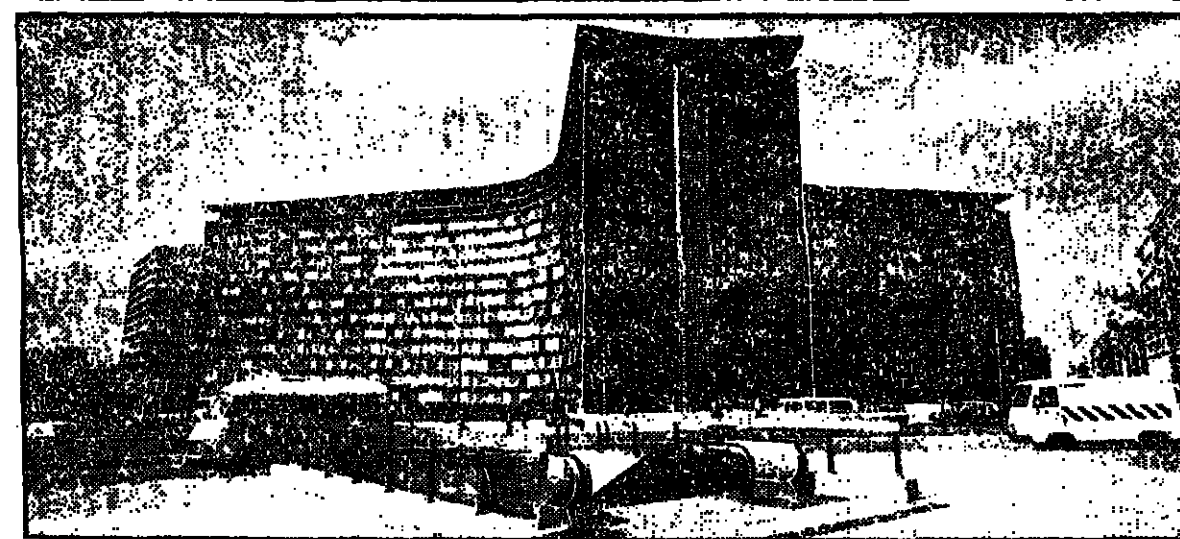
Nor do my advisory colleagues escape the ire of one who has watched support being given to half-baked ideas being flung, like so many semi-inflated dirigibles, simply because there has been a Schools Council booklet or a course or two which has been mounted.

What we require is real solutions to real problems. Where is the point in developing an expensive and kudos-attracting resource unit which still operates with a teacher pupil, tell and told regime? Is an establishment committed to discovery and individual learning there is a very real point indeed. Unfortunately such schools are still in the minority.

Gregg Jefferies is warden of the Marlborough Education Centre, York.

16th Didacta, 1978

Brussels
April 10-14



EEC headquarters, Brussels

Community spirit

by Guido Brunner, EEC Education Commissioner

On the occasion of the 1976 Didacta I was happy to be allowed to describe the European Community's first steps in the field of education. What I had to say at that time was mostly a mixture of hopes and proposals. Now, two years later, I can, with a sense of some achievement, point to the concrete results of the first phase of our work as well as outlining our main proposals for the next three years.

Up to now our energies have been concentrated on stimulating cooperation, mobility and exchange in the educational field and on establishing a community

contribution to two major educational problems of common concern: youth unemployment, and the education of migrant children.

Youth unemployment is a problem which more than any other has been the cause of critical anxiety in all our member states during the last two years. Recently the unemployed in the community who are under 25 have numbered more than two million, more than a third of the total.

No one supposes that educational initiatives can of themselves solve this terrible problem. But equally there is a growing recognition that

education can and must make a significant contribution. Fresh approaches to career guidance and career education are required to prepare young people, particularly the early school leavers, to find their way in a world where work might be hard to find. A new partnership between education and employment authorities is needed to ease the transition from school to working life and to provide more opportunities to resume education and training—or those who have no qualifications.

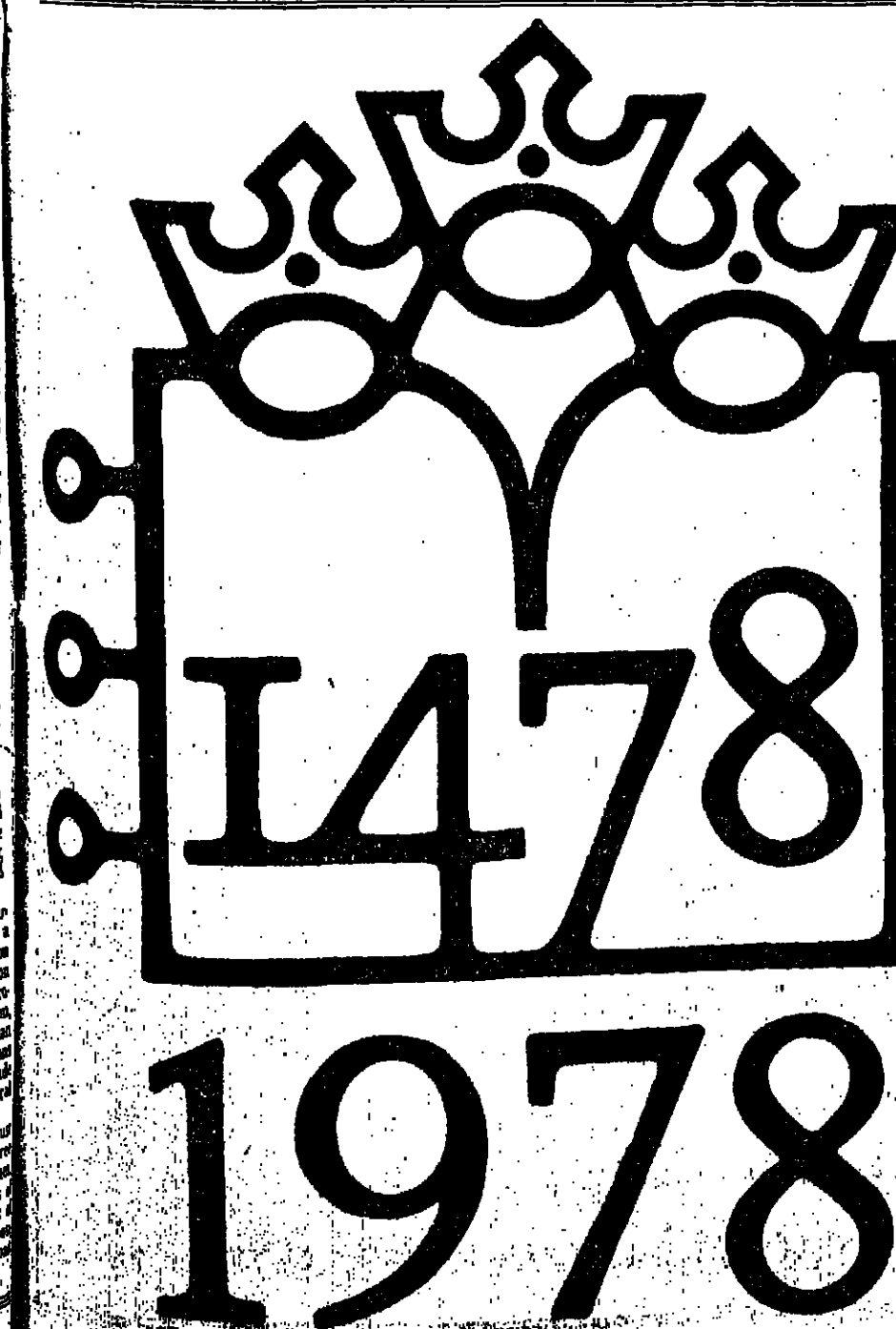
The urgency of this problem led to a special meeting of the council and ministers of education on December 13, 1976. The action programme embodied in the resolution adopted on that occasion centres on the setting up of a series of about 25 pilot projects, which is probably the largest experiment on a European scale ever attempted in education. Seventeen of these projects are now being launched, two of them (in London and Sheffield) in Great Britain. Others in Strathclyde and Hatfield are in preparation.

In addition to the pilot projects, the commission has set in train a programme of study visits to other countries for teachers and person-

nel specializing in vocational education and guidance and in a second stage study of the right of young people to return to further education and training, and a series of workshops—the first of these concerned with the implications for teacher education was held in Harrogate last November.

As regards the education of the children of migrant and immigrant families, the council adopted in July last year a directive which obliges member states to provide initial reception facilities to facilitate their entry into a new social

continued on page 30



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● *Community Education in Practice: A Review* is a 124-page booklet which emerges from a research project on Community Colleges in Coventry. Its author, Pauline Jones, at the Social Evaluation Unit in the Department of Social and Administrative Studies at Oxford University, looks critically at the concepts of community school and community college, and explores them through case studies of some of the better known initiatives in community education in Cambridge, Shire, Buckinghamshire, Leicestershire, Manchester, Nottinghamshire and Coventry. There are also sections on Curriculum, School-Community Links, Management, and Common Problems. Available from the Unit, 40 Wellington Square, Oxford OX1 2JL, telephone Oxford 52561; price £1 plus 25p postage.

● *Youth Environmental Action*, a



Chew up! We're bound to meet back at the classroom!

the Earth for the end of April. Copies (send s.a.e.) available from YEA, 173 Archway Road, London N6 5BL, telephone 01-348 9030.

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Entrepreneurial ends

GEOFFREY HUBBARD on ways, means and educational technology

Educational Entrepreneur: one who brings together, in legitimate marriage or dubious and impermanent liaison, ideas and the resources to implement them.—From Hubbard's *Director of Disreputable Occupations*.

I am sometimes described to my face as an educational technologist, which I am not: I confess to being, however inadequately, an educational entrepreneur.

Idea is, of course, the essence of education and training; ideas themselves, and ideas about teaching and learning. Yet, the curious fact is that new ideas are hard to come by.

How often have those of us given to enthusiasm expounded our latest and brightest idea, only to be told scornfully by some better-informed listener that Comenius has a passage which puts forward much the same view;—derived, very likely from Aristotle!

Yet ideas have their times and their seasons. Suddenly there is timeliness and promise; a particular line of development seems opportune. To some extent this is also a matter of fashion, but it is also a matter of feasibility. If you believed that teaching at a distance would be a good idea, and you were a fourteenth-century monk in a monastery in the Carolingians, it would be a most inopportune development to pursue. But if, today, the ideas in fashion call for reprographic facilities, for audio-visual presentation, and for innovative communication, then exhibitions such as Didacta offer lulls full of the necessary systems, fully developed and commercially marketed.

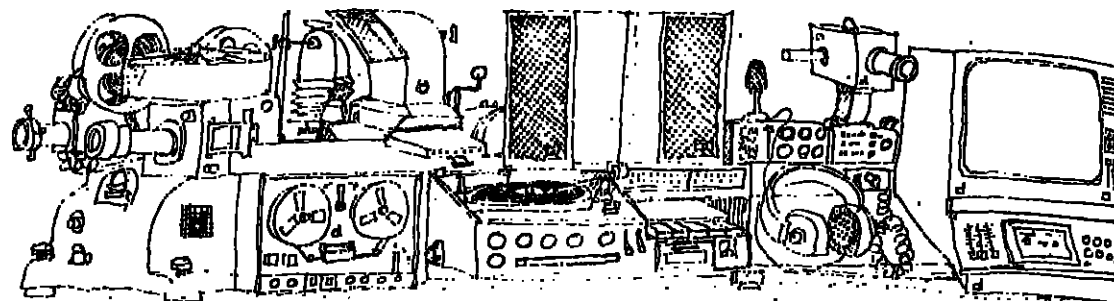
In an article prompted by just such an exhibition, an educational entrepreneur can, perhaps, offer a few observations on the relationship

between ideas and artifacts, on what distinguishes the equipment which may have a significant effect on education and training from that which, at the end of the day, remains lugubrious but unused. I see two main distinguishing features.

First, we seldom use in education and training equipment which has not got another and wider market. There are exceptions—of which the overhead projector is the most obvious—but in the main the educational user rides on the back of the domestic or commercial user. Hands up those who have, as a personal possession, a radio, a television set, a gramophone, a tape recorder, a 35mm camera, a slide projector, a cine camera and a film projector! And hands up those teachers who have that much equipment for the exclusive use of their class!

Now, obviously, one of the merits of undertaking education by gathering pupils at particular times in particular buildings is that one can attain higher utilization of equipment, and I am not arguing as to whether or not there should be much more equipment in schools and colleges. I am arguing simply that, if the population at large buys a large quantity of audio-visual and electronic equipment, the types of equipment it buys will tend to be relatively cheap, as a consequence of economies of scale of production, and there will be easily available sources of low-cost, consistent quality material (film or tape, for example) for use with the equipment.

It follows that the educational user, being a small part of the total market, is not in a position to exercise much influence on the manufacturer. To lose educational customers by not meeting their special requirements would be regrettable, but the manufacturer will be weighing the loss of other customers which might follow if he made the



"Halls full of the necessary systems, fully developed and commercially marketed."

equipment more suitable for education and less suitable, or more expensive, for the much larger body of other consumers.

As he regretfully decides not to meet the educators' request, he is consoled by the thought that, given the choice between an expensive specialized educational equipment and a cheaper, somewhat less suitable mass market product, we usually settle for the latter.

However, this is not a counsel of despair. It has two clear implications: first, that we should, in looking at the range of equipment on offer, be continually asking how it might serve education as it is, without modification or redesign; and second, that we should make sure that manufacturers at least know what education and training would like.

We may be marginal consumers but, as someone (Comenius, Aristotle?) must certainly have said, the marginal consumer provides the profit margin. If, as I might in my enthusiasm, I suggest that the manufacturer will not satisfy our needs at the cost of the larger market, there are cases where the cost of satisfying a special educational need is acceptably small. Let us at least ensure that our requirements are clearly stated.

It is worth keeping in mind the

very significant changes in the type of product and the manufacturing processes. Thus optical and electronic production methods have developed and are developing still with great rapidity, and with consequent cost reductions.

On the other hand, the manufacture of mechanical systems seems to be at a stage where further cost reductions are difficult to find. So, some types of equipment go on getting cheaper or better rather than others. And in the application of microelectronics we are, indeed, on the threshold of a new industrial revolution, where a very cheap, very powerful technology is open to us, and we still cannot see with any clarity what its applications will be.

Microelectronics are at the heart of such developments as televideo (Viewdata, Oracle, Ceefax), and these lead me to my second main observation. Why is it that after years of looking at new developments with a detached cynicism so many of us have got excited over televideo? Because, I suggest, it has one distinguishing characteristic: the new development of slow speed text transmission for visual display, made possible by the low cost of microelectronics, is applied to the fully developed transmission sys-

tems of broadcasting and the telephone network. As a consequence the total development time, from laboratory operation to a fully operational operating system, can be radically reduced.

Here again, we see the vital link between ideas and the way they are implemented. There must be technology, the equipment and materials, but our society has to want done, and it can be done, and a price put on it. But that this aspect, the price, in terms of resources and of time and effort required, depends on whether technology is widely used, and therefore cheap and easy of access, and whether there exists an operating system through which the educational application can function.

Within education and training, we recognize that it is the system, not the techniques or the aids, which impose constraints or offer opportunities. To achieve our entrepreneurial ends, we need to set out the ways in which the means investment in communications and distributing systems in society at large can carry our education and training traffic.

Geoffrey Hubbard is Director of the Council for Educational Technology.

model, and four filmstrips. Other exhibits will include *Global Energy Resources*, a book described as a simple introduction for teachers and senior students of economic geography, environmental and general studies concerned with the world's natural resources.

Bainforth Engineering Ltd, Luton, Bedfordshire
This firm produces a range of library equipment, which includes metal shelving units, study carrels, book racks, library furniture and shelving accessories.

Berol Ltd, London
This manufacturer of Eagle and Venus pencils, pens and ink, and Margos art materials will be showing a number of new products. These will include a new range of nylon brushes with shaped filaments which are said to perform in exactly the same way as a pure sable brush but are cheaper; a new Berol's crayon; and the Berol Cascade, large wax crayons with a dense pigment which make it easy for small children to produce brilliant colours.

Blackie Publishing Group
Bishopbriggs, Glasgow
Blackie will have a comprehensive display of books for primary and secondary schools and colleges of education. New primary books include *The New Spell Well* and four titles in the "Read, Write and Remember" series. Among secondary books two new English series, "Options for English" and "Authors in their Age", are said to be of particular interest. Other projects include *What Do You Think?*, a topic book on moral education, and *Topics in Art History* and *Schools Council-Blackie* series, "The Mathematics Curriculum".

Burke Books, London
A range of illustrated educational books will be on display on this stand. Included will be advance material on the new *Mathematics Encyclopedia* for the nine to 13 age groups, and new titles in Burke's English language teaching series. Also on show will be the "Waste Not, Want Not" series for environmental education and the

already successful Picture Dictionary.

W. & R. Chambers Ltd, Edinburgh
W. & R. Chambers will be showing both reference and children's titles, among them the revised Chambers *Twentieth Century Dictionary*, which has a new supplement. A new series of dictionaries for non-native speakers will be featured including Chambers first and second "Leisure" Dictionaries. Additions to the reference range include Chambers *New School Dictionary*. The most recent titles in the Quest series of information books will be shown, as well as "The Way It Was", a history series for middle schools, and "Modern Maths for Schools", which has new additions to the sixth year range.

Coated Specialties Ltd, Basildon, Essex
The Transpacer range of transparent self-adhesive overlays will be shown. They come in several weights and colours and are used for protecting books or technical drawings, as an art material, and for many other classroom uses. Also on this stand will be Transext, an overlay material with a matt surface which will take pencil, crayon or ink and can be electrostatically copied.

Cochranes of Oxford Ltd
The Helios Planetarium will be shown once again. It can be set up in three different ways to illustrate aspects of the earth and the solar system. A variety of other Cochranes products will also be exhibited.

Collins Educational Ltd, Glasgow
Books for primary and secondary schools covering English as a foreign language, English literature, geography, history and mathematics will be on display.

These will include the "Collins English Library", a new series of graded readers and comprehension books which students of English can read for pleasure; "Pencil Play", a series of four books of spiralmasters to teach pre-reading and pre-number basic skills, and "Key Phonics", a series which can be used to supplement the phonic work of the basic reading scheme used in a school.

continued on next page

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THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION

Asa S. Knowles, Editor-in-Chief

Jossey-Bass announces publication of *The International Encyclopedia of Higher Education*—a ten-volume reference work that is the culmination of a five-year effort involving over 2,000 persons who served as editorial advisers, consultants, contributing authors, bibliographers, reviewers, editors, and sources of information. The encyclopedia brings together in one source essential information on post-secondary education in all countries, in all academic disciplines and fields of study, and on all major problems confronting colleges and universities around the world.

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clude not only separate articles about the organization and operation of higher education in different nations but also articles on major national reports and policies, such as Sweden's UDB report and Great Britain's Open University.

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• Professors and graduate students involved in educational research can read various essays to obtain information on their particular research topics.

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• Members of governing boards and government officials can use it as a significant source of information about higher education in other nations and as a source of new ideas for the conduct of local institutions and systems.

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It is that everyone concerned with higher education can use the *Encyclopedia* to increase their understanding of academic issues.

EDITOR-IN-CHIEF

Asa S. Knowles is Chancellor of Northeastern University in Boston, Massachusetts. He has spent 30 years in positions of responsibility and importance in various different universities, and his eminence as author and counselor is international.

OBJECTIVES

"It is my hope, as Editor-in-Chief of *The International Encyclopedia of Higher Education*, that this new resource will be instrumental in furthering that process. I hope it brings about increased international technology transfer and improvement in the field of higher education, that it serves as a catalyst for further international research in areas of higher education, and that it enables readers to gain a more comprehensive understanding of postsecondary education as a whole."

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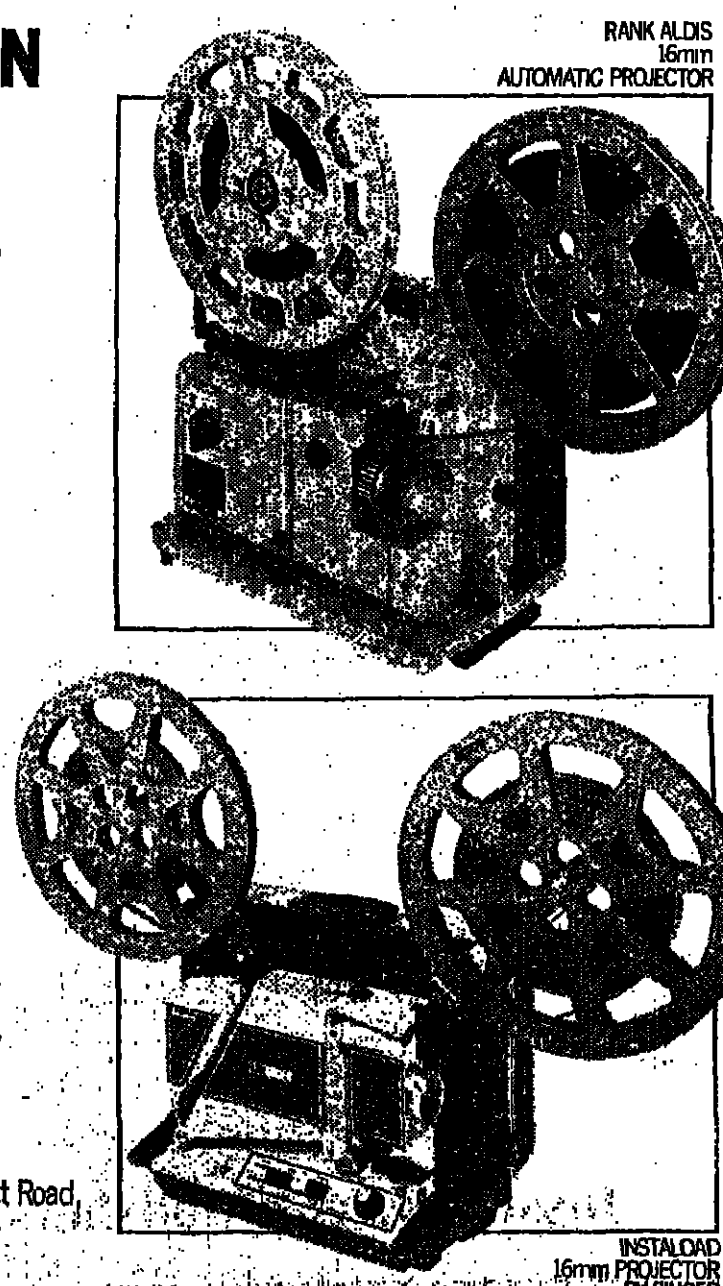
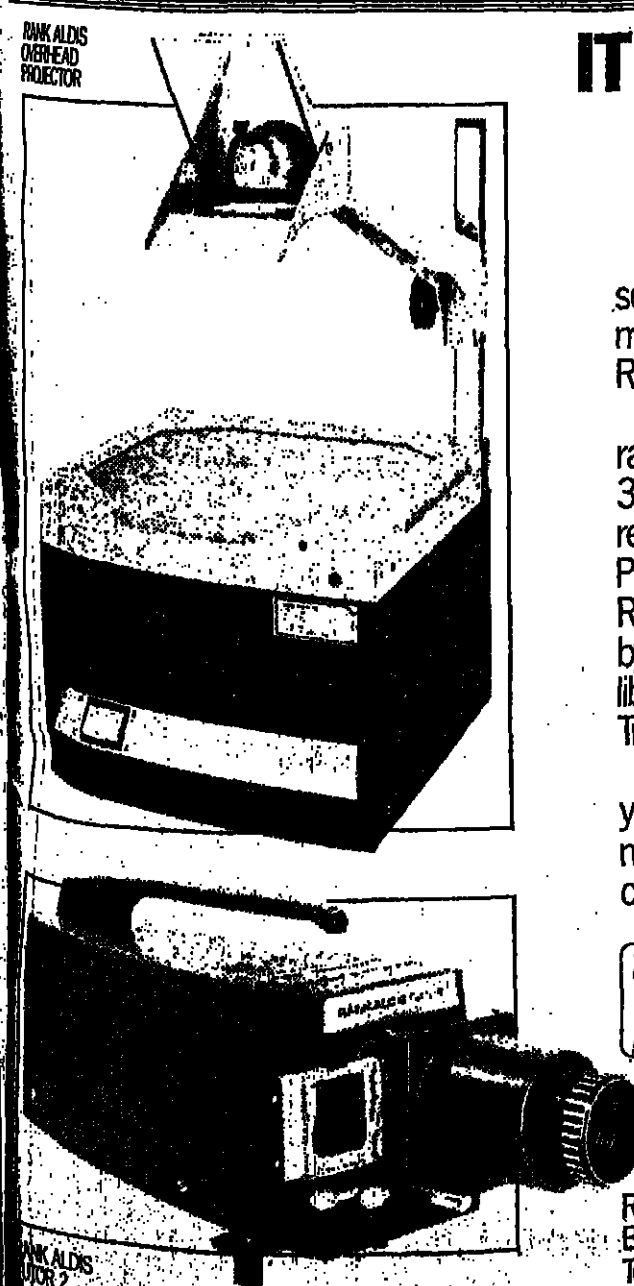
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and educational environment. Member states now also have to provide appropriate opportunities for migrant children to learn their own languages and culture as part of the school curriculum.

The terms of this directive are confined to the children of community nationals. The subject of education, however, expressed the political will to provide equal treatment also for migrant children from outside the community. This provides an important framework of objectives which have to be pursued vigorously in the years ahead if we are all to come to terms with living in a multi-cultural society.

Here, too, there have been important supporting activities: a series of case studies, including one on the provision of guidance for immigrant youth in their schools; another on the pioneer work in this field by the BBC in collaboration with the Birmingham education authority. The commission has launched several pilot projects, including one in Bedford which involves the teaching of their mother language to young Italians and Punjabis.

The main objective in this foundation stage of community cooperation is to promote understanding of each other's educational systems, and greater mobility of pupils, students and teachers at all levels within the community. We need to create an educational climate within the community in which it is natural for young people from our partner countries to study and work together. At the same time, we need to be sensitive to the need of attacking problems differently in our various systems, before we can identify the precise ways in which we can improve collaboration.

From January 1979, a network of information services on education in the community will be established. This will be available during the initial period to those in policy-making positions who wish to know quickly about the systems, structures or trends of policy in another member state. The network will also provide access to information in the specialist areas of transition from school to working life, education of migrants, foreign language teaching, and access and admission to higher education.

Another method we are employing is to set up a programme of short study visits for educational specialists to visit counterpart developments in other member countries. The three schemes in operation this year concern:

Senior officials from local and regional levels in secondary education (11 to 18 age group) Those with special responsibility for the period of transition from school to work.

Higher education personnel with key organisational responsibilities in the running of higher education institutions.

The scale of this effort will, I believe, yield great dividends. In higher education, the main thrust of our effort is to increase the mobility and exchange of students between the community countries. Out of all the students in our community only five in a thousand spend even parts of their course in another community country.

One great difficulty in the past has been the sheer lack of information available to students as for the opportunities and conditions for moving about. Just before Christmas I announced the publication of a handbook to students in the community.

This of course is only a start. In addition, we are actively examining the scope for establishing common policies regarding the admission of students from one country into the higher education

institutions of another. We have just issued a consultative document on this subject so as to secure the widest range of views from the higher education world. In the light of these opinions, our intention is to make a set of concrete proposals to the next Education Council in the autumn. This consultative document deals with the problems of numerous classes, financial conditions of admission and linguistic difficulties.

A particular concern is to open up opportunities for students who spend part of their course abroad. We hope their number will increase and we want to make it easier for them to find a place to go in and the money with which to do it.

The commission is determined to build up the opportunities for inter-university cooperation, perhaps linking two or three institutions on joint teaching programmes on which students can be exchanged. This is the key way forward to make it easier for students to spend a part of their course abroad, and to get it recognized in the award of the final degree. The commission has been providing "seed" money to help universities to plan such joint efforts.

Just before Christmas I announced the award of 28 grants for this purpose. Over the past two years this makes a total of 54 grants, involving 127 institutions of higher education from all corners of the community, and covering the widest possible range of disciplines. There has been an enthusiastic response to this commission initiative, and I am happy to say we shall have additional funds available during the current year.

What lies ahead? The next meeting of the Council and Ministers of Education will take place under the German presidency later this year.

The chief focus of new proposals is the development of a richer "European dimension" in our schools. By this I mean three things: a major advance in the quality and provision for the learning of community languages; more opportunities, and a better balance of activities, in the field of visits and exchanges for pupils, teachers in service, multipliers and students; more encouragement and better organization of the study of the European Community in the curriculum.

In this context I wish to underline the urgent need for learning languages. What we need now is nothing less than a major breakthrough, expressed not only in a much greater diversification of the languages taught in the schools but also (even more important) a real change whereby linguistic success comes to be the hallmark of an elite but is open to all children and young people. We shall be making proposals to establish the foreign language assistantship scheme on a community-wide basis, and, I hope, opening up the question of the need for all foreign language teachers to spend a period of study in the country the language of which he or she is teaching.

I hope the next Education Council will establish the main components of a long-term strategy in this respect. We shall of course have to see what can best be done within individual countries and what should be done at community level. We have started along the road towards establishing an educational partnership between our countries, which is such a vital factor in the growth and development of our community. You will, I hope, find that our proposals and actions are practical and to the point.

I applaud Didacta's concern with improving the conditions and materials for teaching and learning. We share a common preoccupation for the breaking of barriers, for quality and for progress. Once again I have great pleasure in wishing Didacta every success, both for 1978 and for the future.

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EXTRA

Careers

Report on the NACGT 32 • Changing attitudes to graduate employment 33 • Apprenticeship selection and assessment 34 • The Schools Council Careers Education and Guidance Project • Guidance package from S. Yorkshire 35 • Unequal opportunities 36 • The work of the ISCO 37 • Orthoptics 38 • Report from Scotland 39 • Health visitors • A career with a union 40 • Decision making kits 41 • Careers in art and design • Individual guidance • Social work 42



Careers in design—silversmith students at the Aldeby way College of Design. See page 42.

The world of work was once kept firmly outside the classroom. Now teachers and employers meet and courses and national schemes promote understanding of their mutual concerns.

The tide is turning

By Catherine Avent

Readers of this journal do not need reminding that one of the four main items in the great debate is the schools' role in preparing pupils for working life. Careers advisers may perhaps be forgiven for a slightly cynical reaction to this groundswell of interest in the world of work. They remember the days when vocational studies were frowned upon in many schools and teachers were not allowed to know about Saturday and holiday jobs taken by their pupils. Then any suggestion that the demands of industry and commerce might be allowed to influence the curriculum was almost considered a betrayal of the basic purposes of education.

It is well over 10 years since the CSE scheme for work observation and experience for teachers and school teachers was launched yet it still attracts relatively small numbers. Individual LEAs have in one case, started their own schemes, too, but in general there has been little demand for this type of in-service extra-mural experience.

The tide is turning, however. Groups of teachers are now eagerly attending meetings with local employers to discuss topics of mutual interest and concern. There is a belief that the Manpower Services Commission has the funds which might be used to help schools and colleges bridge the gap between education and work.

Recent experiments between school staff and local industry have supplemented the normal work of teachers and officers. The idea of foundation courses for those who know what industry they hope to enter but are not yet ready for apprenticeship, a particular craft has captured the imagination of some teachers and employers.

They see such courses as the answer to a problem which has been exacerbated by the present high unemployment.

Most notable of recent developments are the national schemes to promote greater mutual understanding between teachers, pupils and the employer who are the consumers of education's products.

The Schools Council Industry Project (not to be confused with the council's Careers Education Project) has got under way with pilot projects in selected areas, while a regional network is being established by the CBI's Understanding the British Economy to avoid the impressions that it is limited to industry and is part of careers education, rather than being educational about the way the nation earns its living.)

From the Midlands comes material for an "Understanding Industrial Society" course designed to stimulate examination candidates through an original approach to social studies. It deserves widespread circulation.

The National Institute of Careers Education Counselling has been producing imaginative new syllabuses and systems of assessment. Leavers from the new courses will be able to show a potential employer what they have achieved in basic skills, communication and numeracy, skills of inestimable value even if they do not in every case lead directly to a hoped-for job.

The idea of foundation courses for those who know what industry they hope to enter but are not yet ready for apprenticeship, a particular craft has captured the imagination of some teachers and employers.

continued on page 32

A day at the fair

By Margaret Harrison

"Is it true that working in television is bad for family life?" "I've always wanted to be a journalist, but don't like writing." "How can I find out the name of the editor of 'The Guardian'?"

Questions and statements were flung at me non-stop from 11 am to 4 pm during the recent Careers Fair at Birmingham University. All second and final year students (except medical and dentists) were invited. Graduates, although everyone was welcome to go along. Altogether more than 1,600 inquiries were dealt with.

I was there because I had volunteered to chat about journalism-television-radio. The brief was to try to give the students the flavour of the job. We were not expected to provide hard facts on qualifications, where to apply, etc., as the University's Careers Service provides that kind of information.

The 129 volunteers, most of us Birmingham graduates, were recruited to cover 39 main work areas. These ranged from accountancy and administration to civil engineering and careers advisory work.

Related topics were grouped to be near each other. Thus while our table covered the media, with three of us to service it, our neighbours were dealing with public relations and advertising. Computers (a heavily staffed area) and business consultancy were on the other side of the room.

Students were free to wander up to any table and sit down for a chat. The fair is organized by the University's Guild of Graduates in co-operation with the Careers Service and Guild of Students.

"We deliberately keep the organization informal as this seems to be the key to its success," says Roy Betteridge, an actuary, who is chairman of the Fair Committee. "If we developed the idea on a larger scale, most of its benefits would be lost."

"The advantage is that students are able to come and get a general idea of the jobs rather than detailed information. In fact the Careers Service now relies on the fair to complement its own work."

The flavour of our jobs certainly proved to be the thing the students wanted to know about, even if they invariably began by asking "How do I get in?" The success of the fair undoubtedly lies in the personal tips we were able to pass on.

Significantly it was the television side of my work areas which attracted nearly all the attention. To the outsider it is a glamorous field, but with a reputation for being difficult to break into.

Invariably I had to stress the importance of doing homework. It was shattering how few had thought out any practical steps in the required direction. Perhaps this explains why so many graduates drift into jobs which happen to turn up; in my day nearly all women arts graduates seemed to end up as teachers.

Local radio stations, both BBC and commercial, now offer enormous scope to those wanting to get a foot inside the broadcasting floor. Yet few had endeavoured to make contact with one.

I also suggested that they might write to the producers of the programmes which most interested

continued on page 32

Exercises in Careers Education

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By David Cleaton with Teachers' Notes edited by Ray Heppell

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By Brian Heap

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Also see page 3.

careers consultants

"The tide is turning"

continued from previous page
of industry conferences. Published kits and materials enable schools to take part without calling upon the Society all the time.

Some large companies in the oil industry, the Civil Service Commission, the Chartered Insurance Institute and other bodies have published kits for Vith form classes simulating executive decision-making processes. These too promote deeper understanding of the way large organisations operate and provide insight into some of the economic and personnel factors involved.

Occasional examples of twinning between a school and a branch of some large company have proved advantageous while meetings between subject teachers and representatives of employers provide a forum for the exchange of views on somewhat emotive topics connected with standards of attainment in English and mathematics.

There can be no doubt of the value of this sort of local activity in helping to foster mutual understanding and combat prejudice. In the state of recent developments the Mathematics for Education and Industry movement appears quite venerable with its well established local groups of teachers and industrial representatives and its GCE examination syllabi.

The new thrust of school and work cooperation is exciting. It should help convince many younger school-leavers of the necessity for certain basic skills if there is to be any chance of employment for them and to show more of the academically able pupils that the wealth-creating sectors of the economy need able recruits as much as the apparently more popular careers in public service, welfare work and the media.

It is said that this development should coincide with such high unemployment but in the long run all these schemes must be to the advantage of future generations of pupils by giving teachers greater insight into the levels of skills and attainments required for training for work at all levels and because it symbolises the promise of additional resources for the schools from the community outside.

Catherine Ament, GBE, is careers guidance inspector, ILEA. The opinions expressed are those of the author and not necessarily those of the ILEA.

Professional objectives

Lynda M. Turner on the aims and work of the National Association of Careers and Guidance Teachers

It is 10 years since the idea of a National Association of Careers Teachers was conceived by a small group of enthusiasts forming a working party meeting at Cambridge, and nine years since such an association was born.

The inaugural meeting of NACT was held in London in March 1969 and a committee was appointed, working under the guidance of founder chairman, Mr Harry Dawson of Sheffield.

During its development into a professional, disciplined body, with grades of membership, a sound policy document and an authoritative voice, many changes have taken place in the field of careers education.

It was soon apparent that the role of the careers teacher was changing. At the 1973 AGM, the title of the association was changed to the National Association of Careers and Guidance Teachers, indicating the expansion of careers education into the guidance field and the consequent closer working relationship with colleagues and others concerned with the whole development of the education and pastoral care of the pupil, from 13 to 18 years of age.

The association was and is aware of the rapidly changing social and environmental conditions which affect education. It strongly advocates the development of a Careers Education and Guidance department within each secondary school, certain institution and college of further education. This is one of the prime aims of the association. It is an appalling situation that such help is denied to so many of our pupils and young students. An emergency resolution was passed unanimously at the 1977 AGM in Cardiff. Part of it stated that: "In implementing the NACGT Report we call on the Government to take

steps to meet the following demands:

"Adequate resources to allow education authorities to provide full guidance and counselling services in schools and colleges at all times, but particularly in the present period of high unemployment."

In April, 1974, a formal statement of the policy of the association was published, informing all interested parties of its professional objectives. In the light of its extended work, the constitution was amended, and in 1976 the present policy document of the association was published.

The general aim remains—"to promote the establishment of careers education for all pupils and students in secondary and tertiary establishments of education, together with an effective structure of vocational, educational and personal guidance."

With a membership of well over a thousand, much has already been achieved. Contribution was made to the DES Education Survey 18, on Careers Education in Schools, when the association was listed among those active in the training field. It is represented on a number of bodies, including the CNA, Schools Liaison Committee, COIC Materials Advisory Committee, Joint Liaison Committee, National Youth Bureau, IRTAC, Schools Council Careers Consultative Committee, NICE, Institute of Personnel Management and the Engineering Careers Information Service Advisory Committee.

Deputations have been made to the present Minister of State for Education, in February and June of 1977. Officers of the association discussed such topics as the implementation of Survey 18, vocational preparation of the 16-19 age group, and the public debate on education, including the transition from

school to work and the core curriculum. Information was given to the Expenditure Committee on February 7, 1977, followed by some discussion. NACGT was invited to send speakers to take part in the regional conferences on the public debate on education arranged by the Department of Education and Science. The association is now pressing for consultation with regional bodies of the Manpower Services Commission in their concern for the help needed by the 16 to 18-year-olds.

Because its membership is nationwide, the association also operates on a regional basis, each region having its own secretariat, chairman and committee, and there is a regional association within each of all careers teachers. For some years the regions have volunteered to run the annual conference, and the 1978 Course/Conference will be held at Newnam College, Birmingham, on July 7, 8 and 9, organized by the West Midlands region.

The association is very concerned with the future development of careers education and guidance in schools, deploring the lack of a coherent policy for assisting the vital transition from school to work and the lack of consultation with teachers. It would wish to take part in the education, in-depth inquiry into the education and needs of the 16 to 19 age group.

As stated, grades of membership have been instituted, and are awarded to those applicants who fulfil the necessary requirements. The grades are ordinary membership, corporate membership and associate membership.

Applications for these are dealt with by the Membership Secretary and the Registrar. The Annual General Meeting of the association approves policy. The National Executive Council, elected annually, they meet four times a year. The National Association of Careers and Guidance Teachers is the only association organized by careers and guidance teachers for careers and guidance.

The general secretary is Mr J. J. Cookson, 31 Oakleigh Avenue, Wakefield, West Yorks, WF2 9DP.

Lynda M. Turner is President of NACGT.

she would probably resort to secretarial training as a way in as I

High-fliers stand out immediately because of their confidence and experience. The English student who wanted to try for The Guardian had already edited the university newspaper. Another, studying economics and shortly going to live in Berlin, had a couple of photographic features behind him. The result of vacation work abroad, he found his chances at freelancing and was looking for contacts.

In complete contrast was the student who thought journalism was certainly the career for him—the variety, the regular hours, meeting people—but, he said, he actually disliked putting pen to paper. He was disillusioned to hear that this aspect of the job could not be dispensed with.

The fair costs little to stage. The volunteers do not get expenses, though we were given a free lunch and non-stop coffee. Apart from these items, the major cost is the preliminary publicity.

It was Nigel Corlett, now Professor of Ergonomics at the university, who initiated the fair when he was president of the Guild of Graduates. "I felt students needed to be able to get an idea of what jobs were actually about," he says. "Judging from university entrance, there are two clear influences in the choice of courses. Students are either following in their parents' footsteps going into classic areas with teaching in mind.

"The fair has now emerged as a vehicle to open up new areas. It shows students that they are not on a treadmill and can turn in many directions."

Professor Corlett is keen to spread the idea into schools and has already organized three careers days linked with his own department of Production Engineering, for 20 to 25 secondary schools. He suggests that schools should also run their own fairs, with former pupils returning to talk about their jobs, as a back-up to normal careers information.

compensation to get into the media, doubted whether they would succeed. None of us denied the competition, but we stressed that determining could invariably find a solution. Hopefully this message began to sink in. One girl thought

or TV Times, I inquired, or watch the credits? And when I suggested to someone that a telephone call might be a good idea, he expressed utter amazement that this was even possible.

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Further to go

By Sheila Hart

Sex Discrimination in Careers Counselling and Education, by Michele Hurway and Helen Ann Martin Robertson and Co. 1978. Penguin Books. £1.95

Sadly, despite considerable change for the better in attitudes and perceptions of teachers, careers counsellors and employers, women come to career choice there are still sex-based restrictions.

A recently published American study, *Sex Discrimination in Careers Counselling and Education*, reveals that there are similar problems on both sides of the Atlantic.

Girls are not exposed sufficiently to science and technology-based subjects at school. There is still discrimination in entry to further education and insufficient access to careers information. There are not enough women in careers counselling.

At the end of the day, however, the schoolgirl may be her own worst enemy when it comes to breaking down sex barriers. Many of the women interviewed for the study saw further education as a means to their future life style and were reluctant to rate themselves as highly as men on academic achievement and potential. While most agreed with the idea that women should work, the majority accepted traditional stereotypes and felt that women should not exceed on occupations which were male oriented.

Least British complacency should set in. It must be pointed out that home sex barriers have one in common with similar findings. Among a group of A level students, stereotypes had so taken root that particularly high academic achievers among the girls said they saw themselves as unfeminine and masculine to the opposite sex.

Questioned on career preferences, many of the girls who were less to become nurses dismissed the idea of engineering because it would be "too dirty". Clearly there are many lessons to be learnt here.

Ruth Miller's *Equal Opportunities* should be a valuable aid in this. It is an updated and revised version of the useful *Careers for Girls*. Keeping the original format with the addition of an assessment of current prospects for women in each of the options covered.

This is the type of careers guide which comes as a breath of fresh air. There is no padding. Only essentials are included. It is brief but comprehensive. There is a useful list of careers where there are still some opportunities for women. Details of each career are kept to a minimum though each section concludes with useful addresses for further information.

Where this guide has the edge on many others is in the advice it gives to women who want to take a few years off to have a family. Most of today's schoolgirls will be more likely to opt for a short career break than for long-term domesticity, and Mrs Miller deserves credit for giving them what they will find it useful to know: whether they can easily resume a chosen career after taking some time off, or if it will be possible to adapt their skills and experience to part-time or home-based work in a similar or related field.

Unfortunately the change of tide in this guide is intended to be a gentle slope. Despite the new guidelines, it is still written from a male viewpoint. For example, when outlining opportunities in photographic modelling, Mrs Miller does create the impression that there are no male models.

There is no doubt that boys' careers which might allow them to take a more active role in family domestic responsibilities. Most in need of girls' clearly is the most in need of careers information of the type that will widen their choice, and Mrs Miller would be well advised to emphasize that there are two sides to the balance of the scales.

Brief job description, entry requirements, training and lists of addresses for further reference on every career and at all levels, for those who want to work with children.

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Recent years have seen major changes in the graduate employment market. It is clear that there are no longer "safe" vocational courses that guarantee jobs...

Changing our attitudes

By Robert Porrer

The great debate, initiated by the Prime Minister, has focused attention on the relevance of education to work at all levels. Any careers adviser who is meeting on opportunities in higher education will find that the parents present will have similar concerns over the relevance of particular courses to careers.

The question often asked is: "What are the career prospects if my son/daughter takes a degree in biology/biology/economics?" Sometimes the worry is made even more explicit: "Can you suggest a course that will definitely lead to a good job and secure career?" We know from research that the desire to enhance career prospects for students who want to enter higher education.

Many parents, whether they have themselves been through higher education or not, are aware that a degree is no longer a passport to a career with status and security. The spectre of graduate unemployment is much in their minds—something that is reinforced by the press. Even *The Times* has a pendant job for headliners: "Woman BA is sweeping roads" and "Honours man is chimney sweep" being two classic examples.

It is important not to paint too black a picture of graduate unemployment. A study of the pattern of graduates and the general unemployment rate shows an almost identical pattern over the past five years, though with graduates in a better position than the less well qualified.

There are also signs that since 1975 industry and commerce at least are starting to take on more manpower, initially at graduate level, and the overall level of graduate unemployment has fallen.

Clearly we are going to have to change our attitudes to higher education and employment. Recent experience suggests there is little hope of manpower planning enabling us to estimate accurately our needs for teachers, architects

or chemical engineers in the years ahead and we must, therefore, expect there to be mismatches between the output of graduates in particular subjects and the demand from employers.

This means that we must use terms like "vocational" and "educational" with much greater care when describing degree courses. Whether a course is used as a vocational or educational experience will depend increasingly on the attitude of the student who has taken it and the employment market at the time of graduation rather than the content of the course. Thus an engineer who trains to be an accountant is using his degree as a general educational background, while the arts graduate who goes into teaching may well be using his degree as a vocational background, in part at least.

So what the great debate is really about is attitudes—attitudes of school children, students, their parents, teachers and lecturers towards the world of work and vice versa.

How many students on a technical or avowedly vocational degree course envy the freedom of the arts graduate to choose from a wide range of non-technical careers? Yet, there is no reason why the technical graduate should not apply for jobs requiring no particular degree discipline.

Equally, how many designers of technical degree courses accept that they should prepare their students for work that may not be directly related to the course, or recognize that any graduate nowadays is likely to have to adapt rapidly to new opportunities and situations throughout his/her working life?

Many of the attitudes we find today among schoolchildren and students are the direct result of

opinion received from teachers, parents and others of influence whose attitudes were formed when there were many fewer graduates and a very different graduate job market. All those concerned with education have a responsibility to ensure that schoolchildren and parents, in particular, are better informed about the real situation facing our graduates, through more effective careers education in schools (often neglected for the more able pupils) and through taking every opportunity to get across the facts.

Perhaps we need to consider much more seriously careers education for parents and to use evenings in schools not merely to demonstrate the range of possible courses and careers but to initiate a discussion of some of the very real concerns that parents have about their children's futures.

Employers—and particularly industry—have recently started to think much more deeply about their relationship with education, and they have a lot to contribute in helping schoolchildren and students understand better the world of work. The development of work experience schemes both for schoolchildren and teachers is a healthy sign.

However, it is also vital that employers become more flexible in their attitudes to employing graduates. The graduates of 1977 cover a much broader range of abilities, interests and values and are suited to a much wider range of jobs and, indeed, of levels of jobs.

Although some will in effect enter jobs that only 10 years ago were normally done by non-graduates their expectations and attitudes will be those of the graduate. Employers who are not sensitive to this may simply generate frustration and dissatisfaction among their highly qualified employees.

Robert Porrer is head of the ILEA Careers Centre at the Polytechnic of Central London.

Careers & Guidance Resources

from careers consultants

PROSPECT

The Careers Education Course for 4th, 5th and 6th years

There are still back copies of Prospect Volumes 2 (5th year) and 3 (6th year) and limited supplies of some issues of Volume 1 (4th year). Sets of the new Prospect, Volume 4 are also available. Issued now once each term and with a special edition "Decision" in the summer term, the magazine aims to build on the course material presented in Volumes 1-3. It takes a critical look at jobs, usually through the eyes of the people doing them, and also carries a series of "personality" interviews with young people who have had interesting and successful careers.

Your Career with Children

by Sheila Hart

Brief job description, entry requirements, training and lists of addresses for further reference on every career and at all levels, for those who want to work with children.

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Exercises in Careers Education

Principles and Practice by David Cleaton

With Teachers' Notes edited by Ray Heppell. A series of exercises for pupils in groups consisting of a teachers' section setting out the aim, resources and preparation needed and the method; pupils' section consists of duplicateable worksheets. The exercises are bound in a durable PVC ring binder.

Further Exercises in Careers Education

Follow-up exercises presented in the same format as above, and designed to extend the themes of the original exercises (job knowledge, awareness of others; self-assessment; the pupils' section setting out the aim, resources and preparation needed and the method; pupils' section consists of duplicateable worksheets. The exercises are bound in a durable PVC ring binder.

Your Child's Career and how you can help

by Brian Heap

Most careers teachers would agree that parents are an extremely important factor in their children's career choice. It is therefore essential that parents should influence their children wisely, and make a systematic contribution to the work of the guidance team in school.

A valuable addition to your careers library, available for the frequent use of teachers and parents alike. An excellent book... which will be of considerable benefit to any parent who reads and uses it conscientiously... deserves to be read by all.

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Aspects of the Transition from School to Work

by Dr David Scharff and John Hill

of the TAVISTOCK INSTITUTE OF HUMAN RELATIONS. Sets out new findings from the first in-depth investigation of this crucial stage in our lives. The research looks at the processes occurring in adolescents, at the possibilities for helping students to understand their problems better, and to prepare for the difficulties of leaving school. The book also develops guidelines for teachers and looks at curriculum design, in the light of the research findings.

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Parents and Careers Guidance

by Rita Howden and Harry Dowson

A brief basic guide to Careers Education for parents. Published as a 24-page pamphlet, this invaluable guide should be on sale at parents' evenings, careers conventions, interviews, etc. Pack of 10 copies: £6.00 plus 60p p. and p.

Personality

by Dr Barrie Hopson

A card game for use with groups of young people. Educational objectives are to enable the student to collect information about himself, about the other players, and about the world and community in which he lives, while encouraging the development of social skills and self-expression. A Teachers' Manual allows the game to be played under the guidance of the teacher. Suitable for use with students aged 14 and upwards. Price: £4.95 plus 60p p. and p.

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General views of Birmingham University Guild of Graduates Careers Fair.

"A day at the fair"

continued from previous page

them, offering constructive comments or ideas. "Is it possible to find out their names?" I was asked. Didn't they read the Radio

or TV Times, I inquired, or watch the credits? And when I suggested to someone that a telephone call might be a good idea, he expressed utter amazement that this was even possible.

Many, having heard of the fierce

competition to get into the media, doubted whether they would succeed. None of us denied the competition, but we stressed that determining could invariably find a solution. Hopefully this message began to sink in. One girl thought

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Many, having heard of the fierce

Last year for 211 vacancies at London Transport's Engineering Training Centre, 3,600 applications were received. D. L. Mitchell explains the selection procedures carried out to find

The pick of the bunch

London Transport offers careers for school-leavers covering a wide range of opportunities, including bus and train operation, engineering and administration.

The Engineering Apprentice Training Centre at Acton is the 200 place "off the job" training establishment for all London Transport's engineering apprentices. The practical training given is supplemented by attendance at a local college of further education following appropriate City and Guilds or TEC courses.

The centre is responsible for the recruitment, pre-selection testing and initial interviewing of school-leavers for three types of training: Garage trainee: A two-year training course leading to becoming a bus mechanic. About 36 are recruited each year.

Engineering apprenticeship: A four-year apprenticeship in one of the four main engineering departments. These apprenticeships are in a variety of trades including electrical, mechanical fitting, machining, fabrication, welding and vehicle building. About 135 are recruited.

Trainee technician: A four-year apprenticeship mainly with the Signal Department to provide technicians who are involved in the installation and maintenance of highly complicated electronically controlled signalling devices. About 40 are recruited.

For these 211 vacancies in the 1977 recruitment more than 3,600 applications were received. To contain this high level of applications an initial pre-selection is carried out by the centre staff.

Applications are received from prospective candidates in quantity between September and March in

their final year at school. These are dealt with in strict date order. The training centre staff pre-select those for testing and interviewing using this criteria: age of applicant; home address (ability to reach his/her probable places of work); need to be studying for suitable GCE or CSE subjects (this requirement varies for the different areas of opportunity); presentation of the application form in terms of literacy.

Of these the only one that needs explanation is the need to be studying for a suitable exam. As a generalization, it is felt that a young person who does not have sufficient initiative to take any exams is unlikely to be motivated enough to succeed in engineering. In addition, one of the tests outlined below is concerned with numeracy and a young person not studying for either maths or a science subject has little hope of success in this test.

In the third place entrance to an apprenticeship is pitched at about CSE grade 3, and for a trainee technician a minimum of three GCE O levels or equivalent is required.

After this preselection, the remaining applicants are invited to attend for preselection tests and first interviews. For engineering apprentices and garage trainees two tests are used—Veron's graded arithmetic-mathematics test (metric edition) and the Bennett mechanical comprehension test. In addition, the NFER senior maths test is used for trainee technicians.

These provide a simple go/no-go situation—those who fail any test do not go forward for the final interview.

The Veron's mathematics test provides a measure of numeracy. It is necessary, first, because the



In the trainee workshops at the London Transport's Engineering Centre at Acton.

training of mechanics, craftsmen and technicians is combined with a course of further education at one of the local colleges. It is essential to ascertain that an applicant is able to cope with the level of maths encountered on these courses.

One of the ways in which the test works on this test has been set is by finding the minimum level at which no remedial maths is required either at the college or the centre.

Second, a fair degree of maths is inherent within the trades. This has been clearly documented by the University of Nottingham, Shell Centre for Mathematical Education, in their illustrated guide *Basic Skills in Mathematics for Engineering*.

The NFER senior mathematics test used for trainee technicians serves the same purposes as the Veron's, but at a higher level. Both tests have been found to be reasonable predictors of CSE-GCE results.

The Bennett mechanical comprehension test has been well proven in industry as an indicator of a young person's aptitude for practical work. London Transport's experience has confirmed this.

All candidates who are tested are

also given a first interview. Those who have failed any of the tests are told that they are not successful in their application and why. In the case of the maths tests, those who fail are shown their papers and given the opportunity to discuss their answers.

Those who have passed are interviewed and selected for final interview on this criteria:

Do they want an apprenticeship? Applications are sometimes dictated by parents' wishes rather than the applicant's interest.

Are they applying for the trade they want? Many would-be painters and decorators apply for coach painter trades, for example.

Are they prepared to follow a course of further education? Standard of their school report with some emphasis on attendance and timekeeping.

General presentation at the inter-

view—appearance, expression and attitude.

Background interests—hobbies, sports, etc. The Engineering Apprentice Training Centre completes its recruitment responsibility after the pre-selection interview. The final interview is carried out by the department in which the applicant will be employed. Each will select from the candidates offered the number it requires.

In common with the practice of most major companies, the final hurdle an applicant has to pass is a medical exam. For those intending to be trainee technicians an additional requirement is good sight (colour blindness is not acceptable). This is for safety reasons when working on the railway track.

D. L. Mitchell is Engineering Apprentice Training Manager at London Transport.



Schools Council Careers Education and Guidance Project

John Storey describes the overall aims of the Project and the classroom materials designed to realize them.

I recently watched a careers lesson on interview techniques. A group of 30 fifteen-year-olds were involved in trying to "beat the interviewer". During a previous lesson each member of the group had completed an application form for a job in an engineering factory. As a result, the officer played an unsympathetic, aggressive personnel officer selecting school leavers for apprenticeships. Application forms were chosen at random and 12 pupils were interviewed while their classmates watched. They were asked to dress, speech and the ability to survive the experience in one piece.

It was extremely entertaining. The interviewer was suitably cynical and uproariously funny and judging from their reactions, the pupils also found the experience enjoyable and interesting. They learnt that to "beat the interviewer" you need to be tidy, speak clearly and answer all the questions correctly. You also need to rehearse some polite questions about factory routine or times of buses to work but must avoid asking leading questions concerning wages, holidays or unions.

Enjoyable, funny, exciting—but, I am certain, limited and misleading. As well as acquiring skills for surviving an interview, would it not also be valuable if the interviewees were helped to think more about themselves? How many employers would not welcome an applicant who was open, confident and sufficiently aware to ask genuine questions about the implications of taking the job. Even at times of high unemployment, with fierce competition for jobs, should not young people be encouraged to use an interview to evaluate the job?

The lesson I saw could have incorporated all these points. It could have added to the group's wider understanding of work and improved, even in a small way, the pupils' skills of involvement and participation.

These points could no doubt be made about careers lessons in many schools despite the fact that during the past six years, "careers" as a subject has been almost completely abandoned. Most schools now allocate time for careers in the third, fourth and fifth year curriculum. A wide range of teaching methods is used and there is a great deal of material available commercially for teachers and pupils.

However, consideration of the reasons why careers lessons are on

the timetable has not been developed to the same extent. When asked the intention of careers lessons, teachers usually answer: "to help young people find a job" or "to help pupils fit into the world of work". Some teachers feel it is not necessary to talk about aims; methods, they say, will automatically bring a better understanding of why they do it.

And such individual classroom activities may lead in the long run to confused and unhappy young people.

The Schools Council Careers Education and Guidance Project is clear about its overall aims. It wants to help young people understand work and how it affects their lives and it wants to help them build the skills necessary to contribute positively and responsibly when at work.

There is more to understanding work than simply absorbing facts about jobs, entry qualifications, work locations and wage rates. The organizations of work in our society affects people's behaviour, life styles, relationships and aspirations. The project therefore devised means of introducing pupils to work as a curriculum subject.

To assist teachers in understanding and developing these aims, the project produced this draft material:

● Framework, the foundation course, for 11 to 14-year-olds encourages pupils to examine work in its social context. It includes local investigations to develop pupils' awareness of their own strengths and weaknesses and ambitions. The material helps them gain confidence in relating to others and also in making and taking personal decisions.

● Work out, for 15 to 16-year-olds, enables pupils to anticipate a variety of jobs likely to be encountered after the fifth year. Pupils build skills for coping with the transition from school to a job or from school to further study. For 16-year-olds to develop such skills they require a deeper preparatory understanding of work and how it affects every part of their lives.

● Work 2, for 14 to 15-year-olds, is the preparatory course for "work out". Its aim is to help pupils understand how work shapes their lives and it encourages them to develop the will to participate actively in work.

Framework, and helps them to become knowledgeable about work opportunities in the field and in the community, as well as the stresses and problems.

In a changing society in which unemployment unfortunately plays a prominent part, it is all the more important that pupils should develop their academic, social and physical skills as much as possible. This requires a degree of motivation and commitment at school which is not achieved solely by periodical lectures from teachers.

The emphasis on role play and group activities in the fifth and sixth year materials aim to stimulate the shy and retiring pupils, while external exercises bring all pupils into contact with the wider world and help them to see themselves within the context of adult life. It is to be emphasized that these materials are directed at the development of a mature view of society, posing moral problems as well as problems of self-knowledge, and trying to imbue in the pupils a willingness to think things out from first principles rather than react from attitudes which may prevail in the school or in the home.

Emphatically these are not recruitment materials, but materials which should help the potential employee to make a better presentation of individual talents and capabilities at a time when these are more than ever necessary.

By starting in the third year when decisions between arts and sciences have not yet been taken, it should be possible to keep options open for

● Job search is about unemployment. It is intended for use with 15 to 18-year-olds in schools, youth clubs or career offices. It aims to help young people acquire skills in seeking out jobs, and to stimulate them to question why they may have been disadvantaged.

● "Education and Work", is for 16 to 18-year-olds who are staying on into the sixth form or who are on further education courses. It aims to help students cope with the transition into work and higher education and it encourages critical participation at school, college or a job.

Each course is provided with a set of lesson notes describing how the materials can be used in the classroom. The materials are presented in the teachers' guide are participatory; they include discussions, role-plays, simulations, personal investigations and surveys outside school. They are designed to stimulate pupils' curiosity, motivating pupils to find out rather than wait to be told.

During the trials it was found that these methods not only facilitated a high degree of commitment and involvement on the part of the pupils but they also helped them to develop confidence to act and think for themselves while exploring the opinions and values of others. The trials of the materials were extensive: more than 300 schools and colleges throughout the United Kingdom were involved at one or more stages. The evaluation results revealed that teachers were enthusiastic about the approach; their constructive criticisms were extremely valuable in the final revision.

The project's third, fourth and fifth year materials are being published under the title "Work" by Longman. The third year course—"Work Part 1: Framework"—is already published. It consists of a teacher's guide, eight newspapers for pupils, Framework 1.8 and 32 questions for pupils. The fourth year course—"Work Part 2"—will be published in May. It is made up of a teachers' guide and eight magazines for pupils.

The probable publication date for the fifth year material—"Work Part 3"—is currently uncertain. It consisted in trial form of a Teacher's Guide and seven booklets for pupils. John Storey was formerly co-director, Schools Council Careers Education and Guidance Project.

2 C. J. Ball and P. V. Saxton on the participation of industry in the Project

For years, some employers have been generous in their criticisms of schools for the apparent fall in academic standards and because many school-leavers seem to be completely unprepared for the transition from school to working life. Whatever the facts may be, there is no doubt that these views have been held sincerely.

It is of great importance, therefore, that the Schools Council should have sought the cooperation of industry in this project for help with funding and for the active participation of employer representatives. Their contribution has led to the valuable features of this project: directly involving the world of work in the development of teaching resource materials, and ensuring that the problems of putting careers information into schools are tackled with realism.

That realism and the ingenuity in presenting these materials has been a major factor in the success of the project. The project materials have been developed in a way which encourages pupils to study themselves and the society in which they live. They are designed to be used in the long-term aim of this fourth year material is to involve pupils in learning experiences and insight which will develop greater understanding of work and its effects over the years in their future lives. This is achieved by building on the self-knowledge and encouragement in

Framework, and helps them to become knowledgeable about work opportunities in the field and in the community, as well as the stresses and problems.

In a changing society in which unemployment unfortunately plays a prominent part, it is all the more important that pupils should develop their academic, social and physical skills as much as possible. This requires a degree of motivation and commitment at school which is not achieved solely by periodical lectures from teachers.

The emphasis on role play and group activities in the fifth and sixth year materials aim to stimulate the shy and retiring pupils, while external exercises bring all pupils into contact with the wider world and help them to see themselves within the context of adult life. It is to be emphasized that these materials are directed at the development of a mature view of society, posing moral problems as well as problems of self-knowledge, and trying to imbue in the pupils a willingness to think things out from first principles rather than react from attitudes which may prevail in the school or in the home.

Emphatically these are not recruitment materials, but materials which should help the potential employee to make a better presentation of individual talents and capabilities at a time when these are more than ever necessary.

By starting in the third year when decisions between arts and sciences have not yet been taken, it should be possible to keep options open for

longer. The materials indicate that make three or four changes only in jobs but in type of job the pupils of today may have to within a career. It is necessary that they should be adaptable, both as future employees, and as the citizens of tomorrow with a valuable contribution to make.

It is with these thoughts in mind that industry has been involved in the development of these materials so that they may be factual and not over-exaggerate situations which could promote misunderstanding and even conflict. The project attempts to take into schools a better understanding of the problems of daily life in whatever sector of the community pupils may find employment and should, we hope, lead to a generation growing up wanting to participate constructively both in their work and in society.

As industrial members of the project's consultative committee have been extremely impressed by the high level of creativity demonstrated by the project team and their undoubted devotion to the task. This has been an exercise in cooperation between industry and education which we hope will develop into a constructive partnership.

Mr C. J. Ball is manager, educational liaison of British Petroleum. Mr P. V. Saxton is secretary (technical) of the Chemical Insurance Institute. Both are members of the project consultative committee.



Just the job

Ronnie Sampson describes a new tape-slide careers guidance package from South Yorkshire

A job, any job, has come to be something of a luxury for many school-leavers. In the struggle to secure the relatively few jobs available ideas of looking for a suitable career have tended to be of secondary importance.

It is a strange time, perhaps, to produce a careers guidance package for schools which emphasizes the need for a school-leaver to look around for a job which is compatible with his or her aptitudes, interests and aspirations. Yet, such a package has just been produced in South Yorkshire, an area where young people form a considerable percentage of the unemployed.

What makes this particular careers guide even more intriguing is that it specifically sets out to explore the opportunities available in a single locality—in this instance Barnsley. It is not a guide to occupations in general, but those directly related to Barnsley itself, a town particularly noted for its links with the coal industry, but one which, as the package shows, is the home of a variety of types of employment, ranging from the production of cricket bats to black-puddings.

The package, which is basically in the form of a slide-tape presentation, came about as the result of a fortuitous meeting between the county employment promotion officer, a local careers officer who was looking for photographs of local industry and a careers teacher looking for a localized teaching aid which could fill the gap left by nationally distributed careers information.

The resulting cooperative effort led to the production of the slide-tape sequence. This is centred on two school-leavers, considering their prospects in the outside world and a commentator, who offers encouragement and advice on local opportunities. The commentator emphasizes the many points which need to be considered when choosing a career, and shows the two youngsters—a girl and a boy—that there are more types of

continued on page 36

KINGSTON POLYTECHNIC

Kingston Polytechnic was formed by the amalgamation of the colleges of art and technology and the more recent merger with Gipsy Hill College of Education. The Polytechnic now offers a very wide range of courses for CNA first degrees, for higher degrees, for national diplomas and certificates, Polytechnic diplomas, postgraduate diplomas and certificates.

There are full-time courses, part-time courses and short courses for teachers and professional people wishing to update their knowledge. The Kingston Regional Management Centre offers qualification and in-company courses from their new Centre at New Malden.

Courses are offered in the following areas:

Accountancy	Geography
Architecture	Geology
Art and Design	Law
Arts and Languages	Management
Business Studies	Marketing
Chemistry	Mathematics
Computer Science	Musical Education
Economics and Politics	Physics
Education/teaching	Planning
Engineering	Resources/earth science
Aeronautical, Civil, Electrical and Electronic, Mechanical, Production	Sciences
	Social Sciences
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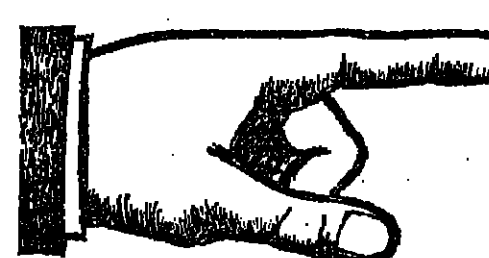
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Learning about orthoptics

Pamela Dowler explains the work of this para-medical profession

Orthoptics is a branch of ophthalmology which is concerned with the study of defects of binocular vision, ocular posture and ocular movement. It is also the name given to the para-medical profession whose members (orthoptists) work with ophthalmologists in the investigation, diagnosis and treatment of those defects.

In the child, the most obvious sign of defective binocular vision is the deviation of one or either eye known as squint, but the orthoptist treats patients of all ages, suffering from many different conditions affecting the use of the two eyes together.

The work is both diagnostic and therapeutic, requiring the use of special instruments and equipment of varying sophistication, as well as a sound knowledge of anatomy, physiology, neurology and allied medical subjects. The ability to inspire confidence and concentration in young children receiving re-educative exercises

demands patience, understanding, imagination and a sense of humour. The orthoptist must also gain the confidence and complete cooperation of the parents to get the maximum benefit from treatment in the clinic and home.

Many adults have problems with binocular vision. Certain types of eyestrain, headache, double or blurred vision, and difficulty in adjusting to new or changed glasses can be relieved by orthoptic treatment. However, similar symptoms can be indicative of cerebral tumour, vascular disease or trauma of the cranial nerves which supply the eye muscles. Diseases such as thyroid dysfunction and multiple sclerosis can give rise to symptoms related to ocular muscle imbalance. Regular orthoptic evaluation and monitoring is required in all such cases.

This diagnostic aspect of the work is one of great importance and responsibility. It is often the orthoptist who first detects changes in the patient's condition, and who is

frequently in a position to get valuable information during the course of amblyopic diagnostic sessions, in conversation. Her support, reassurance, sympathetic understanding and practical help can do much to maintain the patient's morale.

Indeed, it is the one-to-one relationship in all aspects of orthoptics and the close cooperation between patient and therapist which demands certain attributes of the orthoptist: a warm personality, an understanding of social, economic and emotional problems, a desire to help people of all ages and the projection of a caring, sympathetic attitude. It has been suggested that an interest in solving crossword puzzles is a desirable feature in the would-be orthoptist, for the thought that merits consideration!

The minimum age at entry to training is 17, but some training schools require students to be at least 18 at entry. Minimum educational qualification is the General Certificate of Education, with passes at O level in at least five academic subjects with grades A, B or C, and passes at A level in two academic subjects.

The subjects offered at least to O level must include English language, mathematics and one basic science. Since personal qualities are important, schools interview students before accepting them for training.

After a three-year course of full-time training in the orthoptic school of an ophthalmic or general hospital, candidates who pass the final examination of the British Orthoptic Council are granted a diploma and may use the designation DBO.

During the three-months introductory course leading to the preliminary exam, students study general anatomy, physiology and normal child development. The syllabus for the intermediate examination covers anatomy and physiology of the eye, orbit and brain; optics and elementary orthoptics; the subjects for the final exam are general ophthalmology and orthoptics.

At all stages of training, students spend much of their time working in the orthoptic department of their own or other hospitals, learning clinical procedures and the management of a department. They have to watch a number of eye operations and attend eye outpatients clinics.

The British Orthoptic Council provides two additional qualifica-

tions. After one year of full-time clinical practice, orthoptists may sit for the demonstrator's certificate—DBO (D) and are then eligible for a further two year in-service course in a training school in preparation for the teacher's exam and certificate—DBO (T).

Employment opportunities are good, although mobility is an important factor in that it is not always possible to find a post in a particular area immediately. Orthoptists are employed in ophthalmic hospitals, children's hospitals, general hospitals and in school, welfare and community health clinics.

Most of the openings are in the National Health Service, but some orthoptists work with ophthalmic surgeons in private practice. Status registration by the Orthoptists Board of the Council for Professions Supplementary to Medicine is a prerequisite to employment in the health services in the United Kingdom. There is a demand for British trained orthoptists in some overseas countries.

Many appointments are on a part-time basis, so providing opportunities for married women who do not wish to work full-time. Alternatively, an orthoptist can combine part-time work in several clinics, or combine hospital or school clinic work with private practice.

Horizons are widening and there is scope for work beyond the confines of the orthoptic clinic. New and challenging fields are opening up. In paediatric assessment centres for handicapped children, orthoptists are working with physiotherapists, speech and occupational therapists, so that together they can collate the necessary data which will provide a total picture of the child's disabilities.

In the specialized field of glaucoma the orthoptist who has been trained for the purpose can relieve the ophthalmologist of much routine investigation. There are opportunities for involvement in research projects, in setting up pilot schemes and in writing for the professional press. Orthoptists are frequently asked to take part in careers conventions and to give talks on the profession to schools and colleges. Above all, there is increasing interest in area screening.

It is not always realised that a constant squint causes rapid deterioration of sight in that eye; that loss of vision can also occur if there is

a difference in refraction between the two eyes, even though there is no obvious squint to attract attention; that small, intermittent, occasional squint may be a parental notice. The younger the child the more damaging are the effects. The greater the delay in obtaining advice and treatment, the more formidable are the barriers to a perfect cure.

A nation-wide screening programme of all children through the pre-school years would catch that diagnosis and treatment could begin as soon as any defect is detected. The orthoptist is not equipped to assess visual loss, even in very young babies, and it is her proud boast that a child is too young for orthoptic examination.

In the knowledge that prevention is better than cure, and encouraged by the gratifying results in the programmes are in operation, it is expected that this service will become more wide-spread as the value of preventive care is increasingly implemented.

As in all para-medical professions, there is an acute shortage of teachers and the present shortage in applications to training schools can only stimulate an even greater demand. Orthoptists who are interested in teaching and who are prepared to take the necessary examinations have good prospects of promotion to the top of the profession. Those holding a certificate may work in training schools where they divide their time between clinical work and teaching students. Those with the DBO and administrative skills may become heads of training schools.

Although traditionally the profession has been almost exclusively for women, the recently raised salary structure is beginning to attract male applicants to the training schools. Students with high academic standards who have been unsuccessful in gaining admission to medical or dental colleges or who have been discouraged from the teaching profession because of a lack of confidence in their own ability to attract students, may find orthoptics a stimulating and satisfying alternative.

Further information from: The British Orthoptic Society, 100, Chester Road, Manchester M13 9BN.

Further information from: The British Orthoptic Society, 100, Chester Road, Manchester M13 9BN.

Education for an industrial society

by Donald Mack

The Great Debate has, for obvious reasons, run rather a different course in Scotland than in England and Wales. However, the essential elements are much the same, although there is perhaps less need in Scotland for an emphasis on the need for a new curriculum.

The essence of the debate is that the industrial base is the crucial factor in determining the quality of life in the community. The curriculum is ultimately dependent, yet pupils are insufficiently sensitised to the importance of this; that while education is broadly concerned with education for life, education for the working life is inadequately addressed; pupils know too little about the industrial and commercial sectors operating in our society, do not appreciate the importance of the industrial sector in the economy, and are ill-equipped to meet the needs of the industrial sector.

The implication here is that the needs of the industrial sector can be defined and that general education can be adapted to make it responsive to these needs and at the same time be intrinsically enhanced. Already a good many curricular areas contain material or approaches which, to some extent, are concerned with the needs of the industrial sector or are designed to enable pupils to understand this.

One approach which the PPC is pursuing is the preparation of a new curriculum known as Industrial Studies, which can be incorporated within traditional courses but which cumulatively might enable pupils to gain perceptions about the importance of industry: for example, the process of economic decision-making; the importance of continuity of production and honouring delivery dates; the importance of our whole economy of good industrial relations based on the active participation of all who work in industry; the role of science and technology as the basis of modern industrial society.

Another basic approach of the PPC is to initiate studies in traditional subject areas such as language, number, science, technology. Such studies will seek to map the nature of these subjects as presently taught and changes which might be made to equip pupils better to cope with the world of work. These studies are being jointly carried out on behalf of the PPC by educational institutions and the industry.

It may be that the working world has a greater need for oral linguistic competence than we have realized, and this has implications for the teaching and learning styles in a number of subjects.

An important underlying element in the PPC's work is an emphasis on school-based development. At an early stage schools are being directly involved not just in the "piloting" of materials, but in criticism of the initial guidelines.

Complementing the subject developments there are a number of project studies—some already begun, others in the planning stage, which touch on such activities as work-experience, industrial relations, school-further education link courses, secondments to and from education and industry.

A good deal of this is traditional ground: what is novel in the PPC's approach is that a particular activity, for example work-experience, may be integrated closely with the curriculum to provide a field studies element; and

the PPC has begun to articulate its effort with the project studies of regional authorities. Strathclyde Region, for example, has embarked on a project on industrial studies in relation to work experience, and Grampian Region is about to initiate a major new careers education programme.

All of this must, of course, take account of the existence in all Scottish secondary schools of a noted guidance staff providing a general guidance service to all pupils. It is normal to treat vocational, personal and curricular guidance in an integrated fashion; and, while careers education permeates the curriculum, it may also be offered as a special programme emphasizing self-assessment and job-assessment to pupils in the final two years of compulsory education.

Some schools provide a time-tabled social education programme which affords guidance staff the opportunity to provide information in specific cases, bring in outside speakers and generally try to persuade pupils who are informed and prepared for their meetings with careers officers and employers.

Perhaps the general approach of the PPC can be encapsulated by reference to an EEC action project proposal prepared by Strathclyde Regional Council and in part derived from the PPC's strategy. The basic elements are curricular change and enrichment, an enhanced and systematized guidance input, constructive use of work experience in a curriculum context, a close association with further education, and the articulation of school and post-school experience; the whole exercise, while frankly school-based, will draw on local, regional and national curriculum development resources, and will be the result of collaboration between teachers and representatives of industry and the community. The above example, in which four Clydebank secondary schools will cooperate with Clydebank Technical College, illustrates a general tendency for the school-further education world to become more closely connected.

The aims of the Education for the Industrial Society Project are ambitious and the time-scale relatively short. There is, however, a plentiful context in Scotland following the publication in the autumn of 1977 of the Muir and Dunning reports on the secondary curriculum and assessment practices. These reports have already raised the level of educational debate and clarified the crucial issue: can an effective curriculum be evolved for all pupils which serves both their interests and the needs of a rapidly and unpredictably changing society?

Unsurprisingly, there are a number of people who want to use the skills acquired first as a means of earning a living and then as a career. This is a little-known fact, but it is a fact that the chapter on setting up a business, teaching or child service. This is a little-known fact, but it is a fact that the chapter on setting up a business, teaching or child service.

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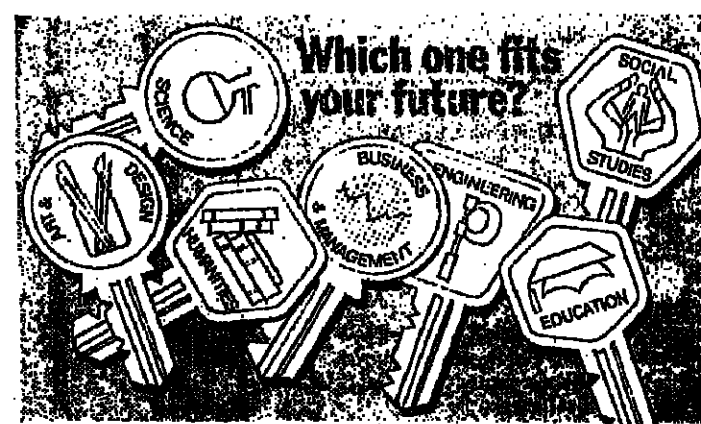
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A trained orthoptist examining the fixation of eye.

Self-employed

Self-Employment by Rosemary Pettit
Wildwood House, June, 1977. £4.95.
ISBN 0 7045 0238 0.

"The most convincing reason for being self-employed has little to do with money and much more to do with how one chooses to live one's life," explains Rosemary Pettit, author of this anthology of case histories from people who decided to opt for being their own boss.

Clearly, if the income levels of the self-employed are to be described as anything, it is by working for oneself is not a choice calculated to improve the bank balance. Much hard work and determination is necessary. Rewards are not spectacular in terms of cash, but personal satisfaction and a sense of achievement are the well-employed takes the precaution of gaining several years of relevant experience at an

Self-employed

employer's expense before taking the plunge. A wide range of occupations is described, from bee-keeping and astrology to nursing and hairdressing. The book is presented in the light of realism. Offputting though this undoubtedly is, there can be little doubt that realism is necessary at a time when unemployment may be leading many people without the requisite work experience into disaster-bound pipedreams of starting their own businesses.

Careers advisers, faced with starry-eyed unemployed art students who all want to be photographers, budding disc jockeys, and the like, could find this publication useful in administering the requisite note of caution straight from the horse's mouth.

On the other hand, it could also provide constructive advice for would-be hairdressers, plumbers or farmers who are prepared to work at gaining the necessary basic experience and determination to eventually go it alone.

Self-employed

There are also ideas here for people who want to use the skills acquired first as a means of earning a living and then as a career. This is a little-known fact, but it is a fact that the chapter on setting up a business, teaching or child service. This is a little-known fact, but it is a fact that the chapter on setting up a business, teaching or child service.

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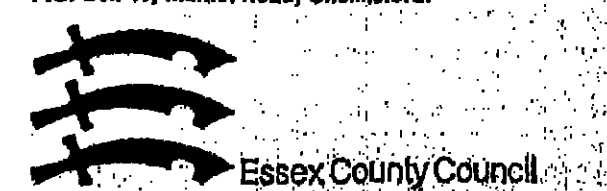
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ONDARY, WELLINGTO

3. HEAD OF ART DESIGN and Technical Subjects able to teach Art and have the breadth and co-ordinate the subjects thus providing areas of Creative/Artistic.

4. HEAD OF MODERN LANGUAGE, WIVELISCOMB (Inclusive, 540)

5. HEAD OF MODERN LANGUAGE French and German

April, 1978.

of 'GEOGRAPHY/HISTORY' and 'SCIENCE' in the Sixth Form; some Sixth Form students of 'CHEMISTRY', 'SCIENCE' and 'PHYSICS' in the Sixth Form were also interviewed.

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MR. CHEDDAR
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SECONDARY, WELLINGTON

For September, 1978, HEAD OF ART DEPARTMENT, Coordinator of Design and Technical Subjects. Applicants should be able to teach Art I and Art II, sense of the subject and have the broadest knowledge and vision to discuss and co-ordinate the various subjects and lists in Technical Subjects thus providing a broad background across these related areas of Creative/Artistic. Closing date 17th April.

KINGSWOOD SECONDARY, WIVELISCOMBE
(11-12 mixed comprehensive, 840)
For September, 1978, HEAD OF MODERN ART DEPARTMENT. Scale 3. Able to offer French and German. Closing date 17th April.

BRUTON
organisation planned for

(I) Graduate teacher of GEOGRAPHY/HISTORY throughout the school; some Sixth Form work in the actual subject of GEOGRAPHY. Some work throughout the school; some Sixth Form work. A willingness to help in due course, with bursary duties, for which additional remuneration would be an advantage.
Closing date 17th April.

CASTLE SCHOOL
1st-12 mixed comprehensive, 750
First comprehensions intake of 180 children
1978, Scale 1 teachers of: ENGLISH, REMEDIALS (2 posts), PHYSICS with General Science.
This is an excellent opportunity for teachers

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tribute to the extra-curricular

the school, and, in the case of one or more, the ability to teach Religious Education will be considered.

Closing date: 10th April, 1978.

Primary Headships

Re-advertisement

NYNEHEAD V.C. PRIMARY, NR. WELLINGTON

For September, 1978, HEAD, for this GR. Application form and details (S.A.E.) from the School, Education Department, County Hereford, Hereford, HR1 1AA.

Closing date: 17th April, 1978.

Re-advertisement

JUNIOR, ILCHESTER
HEAD for this Gro
will be reconsidered

Application forms and details (S.A.E.) from
Section, Education Department, County H.
Closing date: 17th April, 1978.

DRAVCOTT V.A. FIRST, NR. CHEDDAR

For September, 1978, HEAD, Group 2;
school for group organisation. Would appear
in individual assignment and group
Application form and details (S.A.E.) from
Section, Education Department, County
Closing date: 10th April, 1978.

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. form 500) from the Heads at the schools.
STAP forms accepted from students for first appointment only.
Please quote reference 31/3 on correspondence.

(11-18 mixed comprehensive, 540)
For September, 1978, HEAD OF MODERN LANGUAGES
Scale 3, able to offer French and German. Courses to
C.S.E. and "O" level.
Closing date: 17th April, 1978.
SEXEY'S GRAMMAR, BRUTON
(11-18 mixed, 450)
Comprehensive re-organisation planned for September
1978.

A willingness to help in due course, with boarding house duties for which additional remuneration is available

would be an advantage.
Closing date 17th April.

CASTLE SCHOOL
(11-16 mixed comprehensive, 790)
First comprehensive intake of 180 children in September 1978. 11 teachers of ENGLISH, REMEDIAL, MATHEMATICS (2 posts), PHYSICS with General Science.
This is an excellent opportunity for teachers to contribute to the development of an 11-16 comprehensive school. The school has an excellent record of successes at C.S.E. and level examinations.
Teaching and training to the extra-curricular life of the school, and, in the case of one of the posts, an ability to teach Religious Education will be added recommendations.
Closing date: 10th April, 1978.

For September, 1978, HEAD, for this Group 1 school
Application form and details (SAE) from Staffing (2)

Section, Education Department, County Hall, Taunton.
Closing date: 17th April, 1978.

ILCHESTER COUNTY JUNIOR, ILCHESTER
For September, 1978, HEAD for this Group 3 school.
Previous applicants will be reconsidered.
Application forms and details (S.A.E.) from Staffing (T)
Section, Education Department, County Hall, Taunton
Closing date: 17th April, 1978.

DRAYCOTT V.A. FIRST, NR. CHEDDAR
For September, 1978, HEAD, Group 2.
Previous applicants will be reconsidered. Group built
school for group organisation. Would appeal to those ex-
perienced in group organisation.
Application form and details (S.A.E.) from Staffing (T)
Section, Education Department, County Hall, Taunton
Closing date: 10th April, 1978.

MINISTRY OF DEFENCE BURNHAM LECTURER Grade 1

AT THE

ARMY APPRENTICES COLLEGE HARROGATE

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

DUTIES: To teach a range of subjects related to telecommunications including light electrical engineering and electronics, power generation and control; electrical and electronic measurement.

The successful candidate will be expected to take an active part in running a hobby or sport in the extra-curricular programme.

QUALIFICATIONS: A Physics, Electrical Engineering or Electronics degree or equivalent technical qualification and/or appropriate teaching qualification.

SALARY will be in accordance with the Scales for Teachers in Establishments for Further Education, England and Wales, i.e. £2,469 to £4,371 p.a. according to qualifications and experience. A pensionable allowance of £265 p.a. will be paid for the slightly longer working year and a non-pensionable allowance of £200 p.a. for 16 hours per week extra duties. The appointment will be governed under the Teachers' Superannuation Scheme and the successful candidate will be granted established civil servant status. Further information and application forms are obtainable from:

Institute of Army Education (I/AE)
100, Broad, Egham, Surrey TW20 2EX
CLOSING DATE APRIL 14, 1978.

NEWMAN COLLEGE (RC COLLEGE OF EDUCATION) BARTLEY GREEN BIRMINGHAM B32 3NT (FIRST ADVERTISEMENT)

Applications are invited for two posts of

LECTURER IN THEOLOGY

one of which may be offered at Senior Lecturer level, the other at Lecturer II level. College awards are validated by the University of Birmingham and the successful candidates will take part in every aspect of departmental work up to B.Ed. House level and to Service B.Ed., and in more general studies in theology and religious education. Only sound graduates in Theology will be considered.

The starting date for these appointments is September 1, 1978.

Applications (no forms), with a detailed curriculum vitae and the names and addresses of three referees, should be sent to the Principal as soon as possible at the above address. The closing date for applications is Monday, April 17, 1978.

It's no longer a man's life in the Army. Already 31 of our teaching officers are women.

As a woman teacher you'll be more than welcome in the Army.

Provided, of course, that you are good enough.

To apply, you'll need a degree or a teaching qualification behind you, and preferably some experience.

But you will also need to pass our Regular Commissions Board Interview, which is not as easy as it sounds.

The interview lasts for 3 days. It is comprised of tests, mental exercises and group discussions which soon reveal whether or not you have the makings of an officer.

If you have, a nine week course at the WRAC College, Camberley, will turn you into one.

And then, it's off to the Royal Army Educational Corps Centre, Beaconsfield. Here you will learn about the full spectrum of education in the Army.

Which means that by the time you start teaching you'll be a fully commissioned WRAC officer.

You will have the same status, opportunities for promotion and post-graduate training as your male counterparts.

Which brings us to the kind of teaching you could be involved with.

As the Army is really a large community, you could be responsible for any level of teaching.

Instructing officers for promotional and technical exams, to teaching recruits during initial training.

Of course, after some experience, there's every likelihood you'll teach abroad.

We have Gurkha troops and enlisted men in Hong Kong who want to learn English.

And as all officers are encouraged to learn a foreign language, language teachers are in constant demand.

Pay with the Royal Army Educational Corps naturally varies with qualifications. Starting salaries range from £3,010 to £4,455. And if you leave after 3 years, commissioned service you get a tax-free gratuity of £1,476.

Entry is normally twice a year in both January and September, but you should apply 6 months in advance.

For further details write to: Captain G. C. Taylor, MA, RAEC, Ministry of Defence, (AED 1) Dept. 5, Empress State Building, Little Road, SW6 1TR.

Army Officer

UNIVERSITIES Appointments continued

SOUTHAMPTON UNIVERSITY OF

CHAIR OF PHYSICS
Applications are invited for the post of Professor of Physics. The successful candidate will be expected to take an active part in running a hobby or sport in the extra-curricular programme.

SURREY UNIVERSITY OF

ASSISTANT LECTURER
Applications are invited for the post of Assistant Lecturer in the Department of Physics. The successful candidate will be expected to take an active part in running a hobby or sport in the extra-curricular programme.

THE OPEN UNIVERSITY FACULTY OF TECHNOLOGY

STAFF TUTOR
Applications are invited for the post of Staff Tutor in the Faculty of Technology.

UNIVERSITY OF SOUTHAMPTON

ASSISTANT LECTURER
Applications are invited for the post of Assistant Lecturer in the Department of Physics.

UNIVERSITY OF SURREY

ASSISTANT LECTURER
Applications are invited for the post of Assistant Lecturer in the Department of Physics.

UNIVERSITY OF SURREY

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Applications are invited for the post of Assistant Lecturer in the Department of Physics.

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UNIVERSITY OF SURREY

ASSISTANT LECTURER
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